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ABSTRACT

This middle school curriculum guide provides support for teaching and learning about issues related to achieving a fair and just Australian society. An Introduction, the first and core chapter, introduces information, concepts, teaching strategies, and thinking tools used throughout the materials. The materials support learning areas for health and physical education and studies of society and environment. Organized into four main chapters ("Australia Fair?", "Work", "Health", and "Education"), the guide offers teaching activities accompanied by student materials to stimulate discussion and further research. Each chapter is designed to investigate topics in the past, present, and future. The guide's approach provides students with a historical context, opportunities to critically analyze what is happening today, and the means to envisage a better tomorrow. The materials give students opportunities to practice a range of essential cross-curriculum skills, including interacting positively with others, gaining group and team skills, and developing literacy. Appendices are: (1) "Resources" (Extracts from SOSE and H&PE statements, Figures/tables/graphics); (2) "Acronyms Explained"; and (3) "Medical Glossary." (BT)

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Australia Fair: Teaching and Learning for a More Socially Just Australia.

Barbara Reinfeld

South Australia Dept. of Education, Training, and Employment, Adelaide.

SO 033 850

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Australia Fair

Teaching and learning for a more socially just Australia

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Department of Education
Training and Employment

INTRODUCTION

AUSTRALIA **FAIR**

TEACHING AND LEARNING FOR A MORE SOCIALLY JUST AUSTRALIA

DEPARTMENT OF EDUCATION
TRAINING AND EMPLOYMENT

Acknowledgements

These materials were written by Barbara Reinfeld, Curriculum Officer, Social Justice. Special acknowledgement and thanks are due to Lynn Hall for her collaboration on the Work chapter, and encouragement throughout the writing process, Barb Freer for the Education chapter and Caroline Blute for helping to get started.

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Special acknowledgements must go to Margaret Wallace for her vision, leadership and commitment to social justice and the education of all students.

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Foreword

These materials were developed to support teaching and learning about the critical issues and values necessary to achieve a fair and just society.

For students in the middle years of schooling these values are particularly relevant and important. They help students to shape their sense of themselves and the communities in which they live.

The materials support the implementation of the learning areas Health and Physical Education and Studies of Society and Environment.

The materials are organised into four chapters; *Australia Fair?, Work, Health, Education.*

All four chapters are designed to investigate topics in the past, present and future. This approach provides students with a historical context, opportunities to critically analyse what is happening today and the means to envisage a better tomorrow.

The materials provide students with opportunities to practise a range of essential cross-curriculum skills, including interacting positively with others, developing group and team skills and developing literacy.

The materials provide examples of effective teaching practice that support student learning about disadvantage, discrimination, and equity. In so doing, students are encouraged to practise the values of social justice in the classroom, playground, in their relationships, and throughout their lives as active responsible citizens.

I commend these materials to you.

Helga Kolbe

Helga Kolbe
ACTING/ CHIEF EXECUTIVE

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How to use these teaching materials

Materials are organised into four chapters, which are preceded by an Introduction.

The chapters are:

1. *Australia Fair?*
2. *Work*
3. *Health*
4. *Education.*

The *Introduction* is the first and core chapter and introduces information, concepts, teaching strategies and 'thinking tools' used throughout the materials.

The subsequent chapters are able to stand alone and be taught in any order. As with all other curriculum materials, teachers will make informed decisions based on their professional judgment, their own interests and knowledge, as well as that of their students.

The *Work, Health and Education* chapters look at past, present and future perspectives which provide a cohesive theme throughout the materials.

HOW TO USE **THE LESSON PLANNER**

Chapter title

Australia Fair?

The aim of this lesson is to examine the 4 Power Model from the Brotherhood of St Laurence

LESSON

2

Unit in this chapter

Student activities

These are examples of student activities. A range of activities have been included for a mixed ability class. It is not feasible or desirable that every session is assessed formally.

STUDENT ACTIVITIES

A **Read/look/listen to the information about the Brotherhood of St Laurence.**

B **Discuss in small groups the four parts of the Brotherhood's model, what might be meant by resources, relationships, information and decision making.**

C **Try to reach a consensus in your group about:**

- **whether any one of the parts of the model is more important and if so, why?**

or

- **if all of them are equally important, why?**

D **Present/describe your view about the four parts of the Brotherhood's model and the importance of all or one of the parts. Support your views with examples from the media.**

TEACHER NOTES

A Introduce students to the 4 Power Model from the Brotherhood of St Laurence.

B *The 4 Power Model was developed to..*

A student proforma is provided. See Appendix.

C Review the meaning of consensus and the skills/strand. Ensure all members of the group participate.

D Support students to develop strategies to express their views. One model may include the following format:

My view/feeling about ......is ....

Other views may be ....

My response to other views is ....

....

I believe/came to this conclusion/ think/feel this because ....

Teaching suggestions

These include suggestions for:

- *ways to introduce the topic/unit;*
- *potential problems or subjects needing sensitive handling;*
- *ideas for approaches to the topic including the use of a range of 'thinking tools'.*

Assessment criteria

The assessment criteria describes what students know, understand and can do as a result of their learning

Assessment criteria may include

a) students can demonstrate how they have worked cooperatively and used democratic decision making processes by completing the "Group work proforma"

b) students can compare the four parts of the Brotherhood's model and describe the work done by the Brotherhood of St Laurence.

Resources

Materials for collage including a wide range of magazines and newspapers.

Your local newsagent or charity shop may be useful for donations of magazines. Also, a note in the school newsletter asking for donations can be a good source. It will be important to provide a range of resources to maximise the opportunities for the diverse images and text in the collage.

Resources

These include resources provided as well as additional resources to be collected by the teacher.

Introduction

Introduction

Social justice includes values such as concern for the welfare, rights and dignity of all people; empathy with people of different cultures and societies; fairness; and commitment to redressing disadvantage and to changing discriminatory and violent practices. These values contribute to students' understanding of what is involved in achieving a fair and just society.

A statement on studies of society and environment for Australian schools
Curriculum Corporation, Carlton, Victoria 1994, p. 5.

1 What these teaching and learning materials cover

Australia is often described as 'the lucky country', a country where everyone gets 'a fair go'. This popular image depicts Australia as a place where:

- there are many, perhaps unlimited opportunities for anyone who wants to make use of them;
- everyone can be successful if they 'just work hard enough';
- excellent education is 'free and available to all';
- everyone is healthy and has good health care;
- everyone has a good standard of housing;
- everyone enjoys the outdoors, sport, entertainment and relaxation.

For many Australians, however, particularly those living in poverty, the 'luck' and the opportunities have been a long time coming.

These teaching and learning materials examine aspects of Australian society that result in some Australians experiencing significant advantage by the way our society is organised or structured, while others are disadvantaged by the same organisation and structures.

The materials examine three major national resources: education, health and work. The potential exists for all three to have a profound impact on individuals and groups to:

- access and participate meaningfully in all aspects of Australian society;
- develop the skills and have access to information necessary to make informed decisions;
- exercise power;
- take control and shape their lives;
- enjoy a quality of life that includes the basic needs of adequate food, health and shelter, as well as time and resources for pleasure and leisure.

Education, health and the nature of working life are all interdependent. They each impact on the well being of individuals, groups and the wider community.

An examination of Australia's values is timely at this point in history, when the gap between rich and poor Australians is widening, Australians living in poverty are increasingly invisible, and Australia as a nation heading for the centenary of its federation is re-examining its identity and history and exploring how the future might be different.

The students currently in years 6 to 10 will play an important part in shaping the future of Australia. These materials aim to provide all students with the knowledge, skills and understanding to contribute to a more socially just Australia.

2 How these materials use curriculum frameworks

These materials were developed using the learning areas studies of society and environment (SOSE) and health and physical education (H&PE), and may be used in a number of other learning areas, for example, mathematics, the arts and English.

Using curriculum frameworks

In planning these materials, curriculum frameworks were used to identify the essential knowledge, skills, values, processes and perspectives recommended for both learning areas. This also ensured that the aims of each unit provided opportunities for all students to demonstrate what they know, understand and can do, in relation to achieving learning outcomes.

It is important to remember that students will need a number of learning opportunities before they can successfully achieve all aspects of what are often complex learning outcomes. As a result, a number and range of opportunities exist in these materials for students to achieve particular learning outcomes.

While there are particular bodies of knowledge, issues and emphases for the SOSE and H&PE learning areas, there is essential agreement in both about the need to address disadvantage and teach about and for social justice.

Teachers of both H&PE and SOSE have been involved in developing and trialing these materials. Both groups found the materials to be complementary to their learning area and provided them with new perspectives and ideas for lesson plans, for example, in chapter 3 (Health) students are taken to the Maritime Museum (traditionally a SOSE excursion) to investigate health practices of the early immigrants and convicts.

3 Teaching considerations

a) Working with data

A variety of data is used throughout these materials. Data have been included in these materials because they are useful to:

- effectively and efficiently document the conditions and trends and help to inform argument;
- contribute to comparisons;
- expose underlying values.

Data can, however, have serious limitations. You and your students need to consider:

- problems in drawing conclusions from the selection of data;
- possible limitations in the original data collection processes, for example, the size of the sample study or the variability of the definitions used;
- possible biases;
- the implications of missing data.

The materials offer opportunities for students to collect and analyse their own data and take appropriate action as a result of the information collected.

b) Working using issues in the media

The newspaper clippings reproduced in this book reflect the issues current at the time of development (1997). However, you are encouraged to seek more up-to-date clippings or videos as starting points for discussion and activities.

c) Teaching explicit literacy skills

Literacy is a vital skill for all Australians. However, for those already disadvantaged by poverty, teaching and learning literacy skills is all the more important because there exists a level of literacy which is necessary to access the valued knowledge in the community and to participate fully in our society. This access and participation can potentially help break the cycle of poverty.

These materials use critical literacy as part of the methodology. Teach students to ask critical questions that help reinforce that there are multiple readings of text; that authors, writers, film makers and artists have messages they want the audience to 'read'. Critical questions help students to clarify what these messages are, who benefits from the message, who is represented, who is not, and what might be some other views or opinions.

3 Teaching considerations (continued)

d) Assessment activities and criteria

> *Provision should also be made for students' different learning styles. They should be encouraged to consider their own thinking processes and to experiment with learning styles. Assessment strategies should take account of the range of learning styles and literacy levels and also evaluate students' ability to collaborate with others to investigate issues, communicate findings and solve problems.*
>
> *A statement on studies of society and environment for Australian schools.*
> Curriculum Corporation, Carlton Victoria, 1994, p. 9.

Student activities

A range of student activities has been developed for each session. These are suggestions only. It would be inappropriate and unmanageable for teachers to assess every 'student activity'. Which activity a student attempts may depend on a number of factors, including:

- the age and ability of a particular student or group of students;
- previous knowledge, understandings, skills and experience ;
- what the student(s) wants to know and/or do.

Students and teachers are encouraged to expand on the range of activities in the units to ensure that all students have opportunities to demonstrate what they know, can do, and understand.

Criteria

Assessment criteria refers to what you might see and/or hear in order to decide whether the student has achieved the aim(s) of the unit. A number of criteria have been described in each unit. However, teachers and/or students should negotiate which of the criteria is most appropriate for each student.

Remember that additional resources are available about assessment and reporting. Recent publications include *An assessment recording and reporting resource* DECS 1995, and *Assessment and reporting* 8-10, DECS 1996.

3 Teaching considerations (continued)

e) Teaching thinking tools

Teaching students how to use thinking tools is an important part of 'teaching for social justice'.

All students need to understand how they learn best and how others may learn differently. In an age where the only thing we really know about the future is that it will be different, teaching young people how to use a range of thinking tools to equip them to solve problems, see alternative views or options, help them sort through information and work collaboratively, will be essential in helping them to participate meaningfully in Australia's future.

The thinking tools referred to in these materials are:

1. **Polya's planning approach.**
2. **De Bono's six-hat thinking.**
3. **De Bono's PMI.**
4. **Multi-sensory learning (multiple intelligences).**
5. **Concept maps.**
6. **4 Power Model – The Brotherhood of St Laurence.**
7. **The 'Y' chart.**

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3 Teaching considerations (continued)

1 Polya's planning approach

Use the table below to help plan an approach(es) to solving this problem.

LOOK	PLAN	DO	CHECK
Understand the problem	*Develop a plan*	*Carry out a plan (practice)*	*Check effectiveness of the plan (practice run)*
• Identify key words • Use actions • Do a PMI	• Collect information • Devise a formula • Ask advice • Do a CAF • Write it down • Who will do what?	• Make a flow chart • Interpret the plan • Practice the presentation as a group	• Discuss solutions • Do a PMI

List some interesting ways your group can present this information:

....

....

....

....

....

....

....

....

....

3 Teaching considerations (continued)

2 De Bono's six-hat thinking

De Bono suggests much of our thinking is done in a confused way. We often try to do too much at once. Emotions, information, logic, hope and creativity are mixed together, like a juggler with too many balls in the air.

De Bono has devised a simple but highly effective framework known as the 'six hats.' This framework suggests students look at issues from a range of perspectives, illustrated by 'the hats'.

For example, The six hats can be used for any topic, project or group work. Students take the role of a particular hat to analyse the situation. The whole class can wear one hat together, then change to another hat, each time looking at the topic from different perspectives and therefore broadening the learning.

The six hats are particularly useful in group work with students brainstorming a particular topic. In this exercise each group of students wears a different hat. These groups can then reform into groups of six, made up of students representing each of the different hats and therefore bringing six perspectives to the topic for discussion.

3 Teaching considerations (continued)

3 De Bono's PMI (plus, minus, interesting)

This is another of De Bono's thinking skills. The technique helps students to identify what is useful, not useful and just interesting. This is important because without it, students may reject ideas that initially look like a bad idea, or not see the negative aspects of good ideas. The benefits of doing a PMI are that you decide whether you like an idea after you have explored it, not before.

Source: Edward De Bono has written many excellent books and games, readily available in bookshops and school resource centres.

Some titles by Edward De Bono from Penguin Books include:
Lateral Thinking: a textbook of creativity -1970.
Parallel Thinking -1993.
Teach Your Child How to Think - 1993.

3 Teaching considerations (continued)

4 Multi-sensory learning (multiple intelligences)

William Glasser* suggests that we learn:

10 per cent of what we **read**;

20 per cent of what we **hear**;

30 per cent of what we **see**;

50 per cent of what we both **see and hear**;

70 per cent of what is **discussed with others**;

80 per cent of what we **experience personally**;

95 per cent of what we **teach someone else**.

Learning ability is greatly enhanced when we engage all our senses. This has been demonstrated by Howard Gardner† and colleagues at Harvard University. Gardner proposed the concept that there is not one, but seven intelligences. Each type of intelligence represents one way to explore the subject. Thus, the individual is able to tackle a given problem in different ways. Using as many of our intelligences as possible is a powerful way to learn.

An example: *learning to drive using the seven intelligences*

Linguistic	Read the manual on driving.
Mathematical/logical	Work out distances required to brake at various speeds when driving.
Visual/spatial	Steering the car. Engaging in various manoeuvres, such as parking.
Musical	Make jingles to remember key facts.
Inter-personal	Asking advice from your instructor. Discussing issues on the subject.
Intra-personal	Encouraging yourself by telling yourself that you are a capable driver. Imagine yourself as a competent driver.
Bodily/physical	Practise driving.

*†Sources:

William Glasser:

The Quality School: managing students without coercion - Harper Collins 1992.
The Quality School Teacher: specific suggestions for those who are trying the lead management idea of Quality School in their classrooms - Harper Collins 1993.

Howard Gardner:

Multiple Intelligences - Harper Collins 1993.

3 Teaching considerations (continued)

5 Concept maps

Concept maps help us to recognise what we already know, and are useful in generating questions about a topic.

Some simple rules will encourage everyone in a group or class to contribute. Students need to discuss these rules and be clear about them before they begin the task.

1 All ideas from the group are written down without discussion, sorting or judgement of their value. Some people call this brainstorming!

2 One member of the group will need to record the information and another member reports back to the class. Other members of the group will generate ideas, keep the group on task, manage time, and encourage all members to participate. Whatever your role, record this on your contract.

3 Some ideas will be linked but sorting will take place later when you see the entire class's ideas. Keep your linking or sorting ideas ready for the next step.

3 Teaching considerations (continued)

6 The Brotherhood of St Laurence 4 Power Model

The 4 Power Model provides a framework for understanding the factors that contribute to power and powerlessness as it relates to the experiences of poverty. The components of the model are: resources, information, relationships and decision making. These are identified as crucial to the experience of power. The absence of these factors, conversely, contributes to powerlessness.

THE BROTHERHOOD OF ST LAURENCE

4 POWER MODEL

RESOURCES

- ....
- ....
- ....
- ....
- ....
- ....

INFORMATION

- ....
- ....
- ....
- ....
- ....
- ....

ISSUE

DECISION MAKING

- ....
- ....
- ....
- ....
- ....
- ....

RELATIONSHIPS

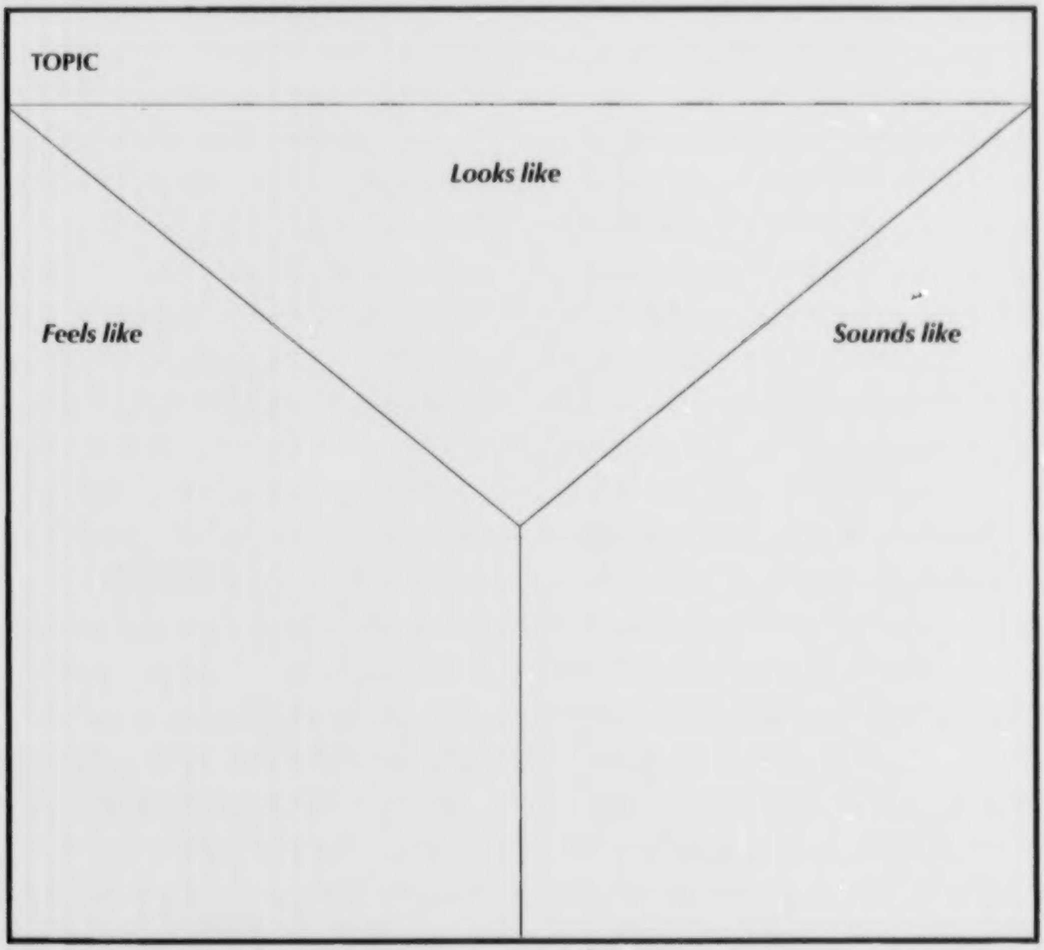
- ....
- ....
- ....
- ....
- ....
- ....

3 Teaching considerations (continued)

7 The 'Y' chart

The 'Y' chart is a simple tool to help organise information. The 'Y' is used to help students to think about what a particular situation, incident or issue would feel like, look like and or sound like. For example, if you were a member of one of the families described in the book *Aussie Battlers*, how might you feel about your financial situation? How would you and/or others see your situation?

Y CHART



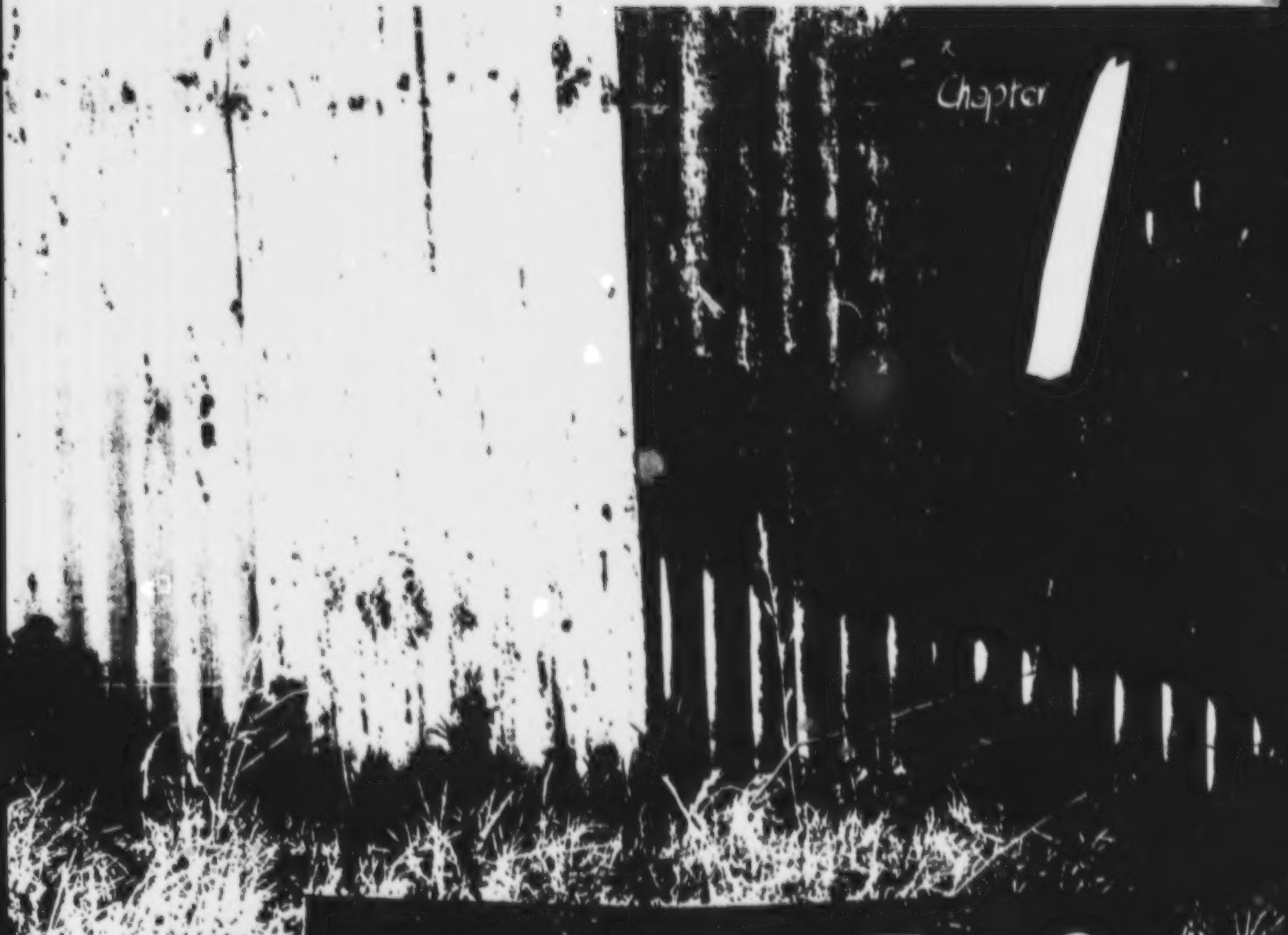
f) Planning to use the materials

These materials can be used in a number of ways including:

- individual teachers using the materials with their class;
- groups of teachers working with students across a number of year levels;
- teachers in different learning areas working with the same students;
- groups of teachers from a faculty or learning area working with different students;
- whole school implementation.

In planning to use these materials you will need to make decisions about which chapters and units you will teach. It is recommended that you work together with colleagues to plan who, what, where, when and how the materials will be used. It is therefore essential to make a record of which students have completed particular units of work to ensure that, as students move to different year levels and to different schools, units are not repeated and that you have accurate background information about previous teaching and learning.

An example of a proforma to help monitor student participation across middle school is provided in the appendix, titled *A record of my participation in group work*.



Chapter 1

Australia Fair?

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Australia Fair?

LESSON

1

The aim of this introductory unit is for students to develop an understanding of the terms equity and social justice, and to imagine a place where equity and social justice are the core values practised for all.

STUDENT ACTIVITIES

A

Read/listen to the definitions of equity and social justice. Discuss in small groups what you understand by the terms 'equity' and "social justice? Make a list of the key elements of these terms.

B

Contribute your ideas to a class definition of these terms. Write or tell someone, in your own words:

Equity is ....

Social justice is ....

TEACHER NOTES

A

Definitions of equity and social justice include:

> *Social justice is a democratic principle that encompasses the belief that everyone has the right to participate equally in society. It is the pursuit of fairness and equity for all groups.*
>
> *The Social Justice Action Plan*
> Education Department of South Australia. 1992,
> p. 6.

> *A sense of social justice – fair and equal treatment is built into the Australian character.*
>
> *Social justice is about making sure that support is available to everyone to enable them to live productive lives.*
>
> South Australian Social Justice Strategy.
> p. 7.

B

Explain to students the process needed to develop a class definition.

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Australia Fair?

LESSON 1 continued

STUDENT ACTIVITIES

C **Imagine a land where equity and social justice are all important. The country may be called Fair or a name of your choice. Include information about:**

- **Who might live in this place?**
- **Describe what the people need to live happily?**
- **What sort of things do the citizens of Fair believe are important and why?**

D **Draw, paint or make a map that represents Fair**

and/or

write a short story about a visit to the land of Fair. Include what you might see, hear and feel.

E **Discuss and analyse the words, images and feelings conveyed by the national anthem Advance Australia Fair.**

Australians all let us rejoice
For we are young and free
We've golden soil and earth for toil
Our home is girt by sea.
Our land abounds in nature's gifts
Of beauty rich and rare;
In history's page, let every stage
Advance Australia Fair.
In joyful strains then let us sing
Advance Australia Fair.

Beneath our radiant Southern Cross
We'll toil with hearts and hands,
To make this Commonwealth of ours
Renowned of all the lands
For those who've come across the seas
We've boundless plains to share,
With courage let us all combine
To Advance Australia Fair.
In joyful strains then let us sing
Advance Australia Fair.

TEACHER NOTES

C

Group work

Participation in group work is an important part of these materials and is one way to demonstrate social justice principles. For example, sharing resources such as time, tasks and information, and demonstrating respect, empathy and tolerance for the experiences, views and values of others.

Discuss with students how to work effectively as part of a group. Group work will be assessed. Introduce and explain the group work proforma A record of my participation in group work, contained in the appendix.

In these materials the land will be called Fair. Students may decide on an alternative name(s) for this imaginary country.

Demonstrate the steps for writing a story.

STUDENT ACTIVITIES

The national anthem offers one perspective of Australia through music and words.

What images and feelings do you experience when listening to the anthem?

Who are the Australians in the anthem?

How 'fair' is Australia?

What 'pictures' about Australia are represented in the words and images of this song?

How accurately do you think these lyrics reflect the Australia you know?

F **Have a go at writing the lyrics for a new national anthem to include principles of equity and social justice.**

Assessment criteria may include

The student:

- demonstrates the agreed group skill in the group discussion and activities;
- explains and uses the following words: equity, social justice, core values, tolerance, empathy, diversity and resources;
- describes the potential impact of the core values of equity and social justice on the development of natural and social systems.

Resources

A set of class dictionaries.

Art materials.

Australia Fair?

LESSON

2

The aim of this unit is to identify the common basic needs of all Australians, in order to live happily.

STUDENT ACTIVITIES

A

Discuss what might be the basic needs of all Australians in order to live happily?

B

Discuss and make a list of these needs. Try to make your list reflect the diverse needs of all Australians including: women, men, girls and boys; people with disabilities; people from different language backgrounds; religions and cultures; Aboriginal people; the young and the old; people in the city and the country.

C

Share your list of common needs with your group or class and add any additional examples.

D

Make a poster or collage illustrating what you believe all Australians need in order to live happily.

Assessment criteria may include

The student:

- describes common needs for all Australians;
- describes how different groups in the community may have different needs;
- describes how different groups in the community may make decisions because of different values;
- analyses information and reports findings.

TEACHING SUGGESTIONS

A

Discuss with students the idea of needs of all Australians. that is, what might all Australians rightly expect from their country?

B

Clarify the difference between needs and wants.

Basic needs may include: enough food, physical health, a healthy environment, adequate housing, education, participation in decision making, meaningful work, employment, respect from others, a balance of work and leisure & family etc.

It may be helpful to remind students of the land of Fair (Lesson 1) in deciding what might be basic needs.

Students may find it helpful to use a concept map to organise their thoughts for this activity.

C

Students may wish to use images from newspapers and magazines or draw and paint their own images for this activity.

Resources

Art materials, scissors, glue, newspapers and magazines.

Australia Fair?

LESSON

3

The aim of this unit is to understand the construction of the popular Australian image and that this construction maintains particular values, traditions and practices that have implications for all Australians.

STUDENT ACTIVITIES

A

Contribute to a group or class collage of words and images from newspapers and magazines that represent the popular image of Australia. In small groups, arrange and sort the images you have collected. Describe why you have arranged the images this way.

Re-arrange your images using one of the following thinking tools.

1. **De Bono's PMI method.**
2. **The Brotherhood of St Laurence 4 Power Model.**

   or
3. **Decide on your own headings to organise your images.**

B

Report to the class on these critical questions:

- **Which Australians are represented in the images you have collected? Who is missing? Why?**
- **What other images have you collected and why?**
- **Which aspects of the environmental, spiritual, emotional and material world have you included and why?**

C

Reflect on what additional images are needed to represent Australia. Draw/paint/find examples of these and add them to your collage.

TEACHING SUGGESTIONS

A

Explain to students the idea of 'construction'. In the case of the Australian image, construction refers to how the image of Australia is represented historically, socially and culturally. This means that some ideas, stories and values have been deliberately chosen (to represent Australia) while others have not been chosen. These choices are made by members of the community with power and influence and most often reinforce the values, traditions and practices of this group. Construction also refers to the 'unfixed' nature of things. The idea that things can be changed. This is clearly demonstrated when looking at historical representations. The historical perspectives make it clear that institutions and groups play an important part in making or constructing all aspects of our society or culture.

B

Australians have an image or images of themselves and their country. It is often an image of how we would like to be or be seen by others, rather than what we actually are. The media play an important role in constructing or making this image.

C

Detailed information about the thinking tools is available in the introductory chapter. Discuss with the class the pros and cons of using each of the thinking tools.

STUDENT ACTIVITIES

D

Collect a sample of images depicting the Australian family and analyse the images using these critical questions:

- **What do the images tell us about the "typical' Australian family? Who is represented in the images? Who is not?**
- **What do we learn about how the family: eats, lives generally, works, enjoy themselves, spend their money, and relate to each other?**
- **Who decides what the family does?**
- **How might people/families who do not live this way feel about themselves?**
- **Give examples and make or illustrate other kinds of Australian families.**

Assessment criteria may include

The student:

- describes how the media contributes to the construction of Australian images;
- identifies the media's interests in constructing particular images of Australia;
- evaluates why some Australians are over-represented in the media images and others are not represented at all.
- Display students' images from the small-group work. Negotiate with students whether they want to develop a small-group collage or contribute to a large-class collage.
- Work with students to analyse the categories they used to group the images.

TEACHING SUGGESTIONS

D

Analyse a sample of media advertisements depicting the 'ideal Australians' or 'the typical Australian family'. Even though the images presented by the media do not necessarily reflect the aspirations or the experiences of all Australians, they obviously continue to appeal to a great number of Australians because this image continues to sell everything from breakfast cereal to cars.

The image of the Australian family most often includes:

children well clothed and healthy;
spacious well-furnished warm/cool homes;
plenty of delicious food on the table;
father and mother busy, happy and employed;
adults and children come to visit;
gardens and outdoors to enjoy and play in;
cars driving to family and friends; and
holiday adventures.

Resources

Materials for collage including a wide range of magazines and newspapers.

Your local newsagent or charity shop may be useful for donations of magazines. It is important to provide a range of resources to maximise the opportunities to create diverse images in the collage. Check with the school or local library for copies of subscription magazines that provide information about the groups not visible in most popular media.

Australia Fair?

LESSON

4

The aim of this lesson is to examine the impact of Australian films and television on the construction of an Australian identity.

STUDENT ACTIVITIES

A

In a small group, make a list of your favourite Australian films and/or television programs.

B

Develop a proforma similar to the one contained at the end of this lesson to help research how Australian films and TV contribute to an Australian identity. Analyse five Australian films or TV programs from your list. Include information about:

- **Who are the main characters? What groups do they belong to? What qualities or values do the characters represent?**
- **How is this film or program 'typically' Australian? For example, what language is used? What do people look like?**
- **What is the location: city, country, outback?**
- **Type/genre, for example, romance, adventure, crime?**
- **Historical or contemporary setting?**
- **Who is most likely to be interested in this film or TV program? Time slot?**
- **What and how are issues of equity and social justice addressed?**
- **What do we learn about Australia and/or Australians from this film or TV program?**
- **What image might be projected about Australians to people in other countries ?**

TEACHING SUGGESTIONS

It is important to remember that not all students have a television or are allowed to watch a particular television series. An alternative to viewing the programs may be reading the information, for example, a TV Week type publication.

A

This activity may be done in two parts: first film and second television, or with one half of the class electing to analyse television and the other half, film. Discuss with students who and what are not part of the images in Australian film and TV.

B

Students should be introduced to the task of collecting data and in developing a proforma for this activity. Refer to the text in *Working with data*, contained in the Introduction, section 3, part (a).

Introduce students to the idea of people belonging to a group or groups. It is important to include the following:

female,
male,
Aboriginality,
Anglo-Saxon,
non-English speaking background,
able-bodied,
disabled,
rich,
poor,
city,
country,
bush,
work,
paid and unpaid.

Students may add additional categories.

STUDENT ACTIVITIES

C **Analyse the information collected and present your findings to an audience. Include in your presentation some analysis of the data you have collected and ideas to ensure that there is more equitable representation of Australians and that social justice issues are included in future films or programs.**

D **Write a letter to your teacher or to the school newspaper expressing your views and suggestions on this subject. You may also wish to send copies to express your views to individuals or organisations outside the school, for example, advertising agencies, TV stations or magazines.**

Assessment criteria may include

The student:

- explores a variety of group work strategies
- designs suitable ways of collecting information to assist in the group tasks;
- expresses a personal point of view about the meaning of the data collected;
- describes how different groups and issues were/are represented in Australian film and TV and identifies changes in this representation;
- describes how the portrayal of significant events in Australian history in film and TV have contributed to the Australian identity.

TEACHING SUGGESTIONS

C

Use of computer software may be an option in helping to analyse and present the data collected by the students. However, this may create problems in providing equitable access and participation for all students. Students will benefit from being involved in discussions about this potentially problematic issue and should be encouraged to help find socially-just solutions for the problem.

D

Demonstrate to all students how to set out and write a formal letter. Encourage students to investigate the most appropriate person to send the letter to. This may require students to make some phone calls.

Resources

Tape Services provide an excellent service including a very good range of Australian films. They will also tape sections of television programs and advertisements for a nominal fee per tape. Telephone (08) 8377 0339 or facsimile (08) 8358 2681.

Introduce students to the idea of belonging to a group or groups. It is important to include the following:

female, male, Aboriginality, Anglo-Saxon, non-English speaking background, able-bodied, disabled, rich, poor, city , country, bush, work, paid and unpaid

example

PROFORMA

Student Name .... **Class** .... **Date** ....

Topic *Collecting information about the groups of people represented on TV*

Name of programs watched ....

....

....

....

Groups of people represented	**M**	**F**	**Number of times groups are represented on TV**
Aboriginal			
Person with a disability			
Asian			
European			
Person with an accent			
Able bodied			
Poor			
Rich			
Living in the city			
Living in the country			
Old			
Unpaid worker			
Paid worker			
Doing housework			
Others:			
....			
....			
....			
....			

Australia Fair?

LESSON

5

The aim of this unit is to examine the experiences of four Australian families living in poverty.

STUDENT ACTIVITIES

A

Read/listen to the information about the Brotherhood of St Laurence. Discuss in small groups the four parts of the Brotherhood's model, and what these might mean. It may be useful to think about examples from your own life.

B

Try to reach a consensus in your group about:

- **Whether any one of the parts of the Brotherhood's model might be more important than another and if so, why?**

or

- **If all of them are equally important, why?**

TEACHING SUGGESTIONS

A

Introduce students to the Brotherhood of St Laurence 4 Power Model. The model identifies resources, information, relationships and decision making as vital for individuals and groups to access and maintain power over their lives.

Students who are living in poverty may feel initial discomfort at the beginning of this lesson so it is particularly important to set the scene before you begin by reminding all students about their rights and responsibilities, that is, no put-downs, unsafe disclosure, and no sexual or racist harassment.

Remind students they are learning about social justice by practising social justice principles, therefore respect for others and their views and values is an essential part of the teaching and learning.

B

Review the meaning of consensus and the skills/strategies necessary to ensure that all members of the group participate.

Support students to develop strategies to express their views. One strategy uses the following format:

My views/feelings about ....

is/are..

Other views may be ....

My response to other views is ....

I believe/came to this conclusion/ think/feel this

because..

Australia Fair?

LESSON 5 continued

STUDENT ACTIVITIES

C

Read/look/listen to the stories from *The Aussie Battlers* by Jenney Threthewey. Discuss the stories in small groups. Choose a family and re-read their story, this time identifying examples of resources, information, relationships and decision making identified in the story.

D

Respond to the stories in *The Aussie Battlers* by writing:

- **a (symbolic) letter to one of the families from *The Aussie Battlers* or a letter to the editor, describing your reaction(s) to their story;**
- **a diary entry of an individual or family living in poverty;**
- **a poem or story.**

Assessment criteria may include

The student:

- demonstrates an understanding of the factors contributing to poverty;
- describes how limited resources necessitates choice;
- explains ways in which resources are owned and accessed;
- describes factors affecting paid work;
- describes and gives examples of the components of the Brotherhood's model;
- describes the work done by the Brotherhood of St Laurence.

TEACHING SUGGESTIONS

C

Introduce *The Aussie Battlers* and include how the research was conducted. Support students to identify examples of resources, information, relationships and decision making by modelling examples from the text.

D

Introduce and demonstrate a format for formal letter writing.

Resources

Background information to the Brotherhood of St Laurence.

The 4 Power Model proforma contained in the appendix.

Four stories of *The Aussie Battlers* provided.

AUSSIE BATTLERS

The Thomas family

profile

Lyn Thomas was only twenty-two when we met her. She lived with her two young children, John, aged four, and Susan, aged two, in a privately rented unit, in an outer suburb of Melbourne.

Lyn married Max when she left school at the end of her fourth year of secondary school. They had little money and lived in a caravan for seven months. For the next four years they moved between rented flats and living with Lyn's family. Their marriage broke up in early 1985, a few months before the study began. The Ministry of Housing helped Lyn with the bond payment and rent in advance for a two-bedroom unit rented from a private landlord.[1]

When the study began, Lyn's view of her situation was "an improvement on marriage. My husband was a foolish spender and ran up debts. The electricity and phone were cut off when he didn't pay the bills. I'm relieved to be in control."

Max regularly paid $120 per month maintenance for the children (and a carton of cigarettes a week for Lyn). This amounted to a contribution of $13.84 per child per week. Despite receiving this additional income, Lyn was still entitled to a full supporting parent's pension ($132 per week). And living in private rental accommodation she was eligible for a rental allowance. Because she received maintenance, this was paid at a reduced rate – $6 a week rather than $15[2]. Family allowance contributed a further $55 per month. Her weekly income was 67 cents below the poverty line.[3]

Family and friends helped Lyn when they could with gifts and money, clothes for the children and a holiday offer.

The account which follows is Lyn's story about her attempt to control the family's finances and afford the high cost of rent. It also tells of Lyn's decision to improve her future employment chances by going back to school.

AUSSIE BATTLERS

The Thomas family
(cont.)

JULY - AUGUST

During these first two months Lyn's major costs were food ($224), a telephone bill ($66), a gas bill ($55), furnishings for the unit ($35), and fees and a book for her course ($26). Even without rent, these costs absorbed 58 per cent of her income.

In August Lyn put the $120 maintenance payment towards paying rent. If her pension, family allowance and maintenance were converted to a weekly rate, $178.74, the rent for the unit of $90 per week absorbed 50 per cent of her income. This left Lyn with $89.37 a week to manage all other costs - energy, clothes, food, transport and education.

Lyn had left school and married early but six years later she had decided she would like to return to study. She enrolled at a regional TAFE college four days a week in a preparatory course to a final year secondary certificate. Getting to the college was problematic as Lyn did not have a car. A bus ran to the shops and the college on weekdays, but did not run on weekends. Reliance on the bus to get to college annoyed Lyn, as "it lengthens my day by two hours."

SEPTEMBER - OCTOBER

To buy food Lyn went to an emergency relief agency for a food voucher. " I felt guilty because I thought there was probably someone out there far more needy and desperate who could use that money. I had to swallow pride."

Lyn had no money left for food because during these months she received her first quarter's bills for the unit - gas and electricity ($249) and telephone ($102). She had only budgeted for the monthly rent payment and did not know how she would manage to pay all these bills. She sought the help of a financial counsellor who recommended that she put aside $130 a week towards paying rent and bills. In the fortnight Lyn received only supporting parent benefit (maintenance and family allowance payments were monthly) her income was only $138.30 a week. "I managed to pay the gas and electricity and the rent by paying all I could and then cheating my husband. I filed for divorce and even though I won't be charged much, I told my husband it would be expensive. He gave me the extra money."

NOVEMBER

November was a much easier month to manage, with only the rent payment to be made. In the fortnight we monitored, Lyn's major expense was food ($142). This included a bulk purchase of meat which would last the family some weeks.

When they could afford to, friends and family gave Lyn money and clothes for John and Susan. This month friends gave Lyn $50 so she could take the children to the local show. An aunt gave some clothing for John and Susan. However, Lyn remained short of clothing herself. "It's very frustrating. I get sick of wearing the some thing day in and day out – it's depressing."

Lyn also received word from the Ministry of Housing to attend an interview for a house. She very much hoped her application would be considered. As a ministry tenant she would pay 20 per cent of her income in rent, rather than her current 50 per cent. This was some way off as Lyn was placed on a two-year waiting list.

AUSSIE BATTLERS

The Thomas family

(cont.)

DECEMBER

However short of money, Lyn felt Christmas should be a special time for John and Susan. Preparations for Christmas were the focus of Lyn's activities this month. There was a little more to spend as Lyn found some casual work and her $56 wages supplemented her income of pension, $120 maintenance, and a $20 gift.

As Christmas was a time of such high costs, Lyn decided to budget for the rent by using her maintenance payment to pay rent in advance. Her major cost was food, $201, or 41 per cent of her income. In addition to special food for Christmas this included chocolates which she would give as presents to family and friends. She also bought toys for the children's Christmas stockings ($35). Altogether, Lyn spent 115 per cent of her income, and she borrowed $200 from Max to cover these costs. She planned to repay him by refunding part of his maintenance payment each month in the new year.

The Salvation Army gave the family a food voucher and toys for Christmas. The financial counsellor Lyn had asked for budgeting advice also contacted her with a an offer of a $25 food voucher. Family and friends gave Lyn money and the children toys for Christmas.

JANUARY

The Thomases were away for much of January. Max's parents shouted them a holiday on the south coast of New South Wales. Lyn's spending on food was therefore much lower than usual, $64. She again used her maintenance payment to pay rent in advance. The only other major cost was a telephone bill ($64). Her income of pension and maintenance was supplemented by $10 from a baby-sitting job.

FEBRUARY

This month Lyn began to repay the $200 her ex-husband had lent her. She therefore only received $40 maintenance for the month. As her budget relied on maintenance to pay the rent, Lyn found February a very difficult month. "I'm in a financial mess. There's not enough money to go around. It's the rent that hurts the most."

She managed to pay only $360 of the $390 monthly rent. This took 115 per cent of her fortnightly income. To manage, Lyn restricted her spending of food – $39 for the fortnight – and asked an emergency relief agency for a food voucher. Each morning Lyn and the children had a late breakfast so they would not need lunch. Lyn also decided to defer paying her gas bill.

Lyn had enrolled to do a final year secondary certificate this year but in this month of such high costs, could not afford to buy books. "It's been a worry. I don't want to be handicapped because I don't have the books." She also did not have enough money for bus fares and walked to the college – "it takes me about an hour with the kids". She asked if she was eligible for an adult education allowance to help her meet these extra costs. Unfortunately the allowance was paid only to full-time students. Lyn was studying part-time.

MARCH

During the fortnight this month in which Lyn made entries in her diary she did not have to pay rent and this made it an easier two weeks. Her major costs were food ($99), a gas bill ($24) and text books ($47).

Commenting on how little clothing she had been able to buy in recent months, Lyn explained how important the children's and her own appearance were to her sense of self-esteem: "the day I can't feel comfortable and the kids are not dressed nicely will be the day I give up on myself because the children and my appearance are really important to me."

APRIL - MAY

In a new attempt to manage the high cost of rent, Lyn decided to pay $180 a fortnight to the estate agent. Her other major costs were food ($104) and a phone bill ($69). These costs absorbed 76 per cent of her income, which included family allowance and $120 maintenance. "All the bills came in this month and I managed to pay them without going into debt."

Although Lyn had been able to buy the books she needed for her college subjects, she still felt she was disadvantaged in comparison to other students. "They have cars and are able to get to photocopying machines and easily get to libraries."

The only hitch in these two more stable months was that the washing machine broke-down. Lyn was unsure whether she would be able to afford repairs. With little clothing Lyn kept her family well-dressed by frequently washing. She now had to wash daily by hand.

JUNE

Max gave Lyn $150 this month, in addition to $120 maintenance, to buy the children clothes. The extra income made it much easier for Lyn to manage. She paid the rent and bought food ($148) and clothes ($149) and had the washing machine fixed.

By this last month of the study, Lyn's weekly income of $198.54 was $1 below the poverty line.

Lyn had what she called the 'mid-year blues' about her study, but was determined to complete the year. "I don't have much future if I don't have HSC."

It was further education which was Lyn's hope for the future, and she planned to use the years while her children were small to study. " I think staying at home with the children is important. They need me. But in five years time I hope to have nearly finished uni and be on my way to a successful career."

Thus Lyn hoped that her time of dependence on a low government pension would be a transition period between dependence on her husband and the financial independence of well-paid job.

Notes

1. The Victorian Ministry of Housing offers low-income persons renting a private house or flat assistance with bond payments, rent in advance, storage, and removal costs. A repayable interest-free loan is offered for security bonds and a grant made for the other costs. The scheme is income and assets-tested.
2. As at January 1988, pensioners and beneficiaries and low-wage earners with children renting privately are eligible for a $15 rental allowance. Single unemployment and sickness beneficiaries receive up to $10 a week.
3. The poverty lines used in the family case studies are for the quarters 1985-86 (National Institute of Economic and Industry Research). Where the breadwinner had a full or part-time job, poverty lines labelled Head in workforce, were used. Poverty lines labelled Head not in workforce, were used if the family was solely reliant on a social security income. The poverty lines are for all costs, including housing.

AUSSIE BATTLERS

The Parry family

profile

Tania Parry was 32 years old and lived with her two sons, John and Mark, aged eleven and ten, and her daughter, Rosemary, aged seven. When the study began, they lived in a privately-rented flat in a north-eastern suburb of Melbourne.

Tania left school at the end of her fourth year at secondary school. She worked as a book-keeper for five years, in a factory for a year, and then as a housekeeper. Her marriage to Greg ended in 1981 and she had received a supporting parent's benefit since then. "I am better off since I separated from my husband. I never had clothes when I was married to him. I didn't have control of the money. The kids are better off too. My husband would never buy things for the kids."

When Tania left Greg, the family lived in an 'old Ministry house'. The house was condemned and Tania and the children moved to a privately rented flat. The flat was crowded and expensive, absorbing 37 per cent of her income in rent. There was nowhere for the children to play, or store their bikes, which were soon stolen. The communal laundry was unusable.

Tania was determined to improve the family's housing situation.

After five years reliance on the pension, with rent as a major expense, Tania decided she had to make things change for her family. She applied to a bank for a housing loan but "they wouldn't let me have $45,000 because I'm a pensioner. They say I'm a risk but I've got three years of paying $75 a week rent behind me."

She therefore decided that she would find casual work and not declare this additional income to the Department of Social Security. The money would be used to support her application for a loan. "I've got this overbearing thing - I have to have a house. I really cracked up when I lost the house in the divorce. I don't want to live in Commission flats. My kids could be easily swayed to turn bad, if I lived in the Commission. I'm not a snob, I'm a single mother and I haven't the support of a father. I want my kids to have something."

The Parrys' income was made up of: supporting parent's pension ($146 per week), family allowance ($94 per month), child maintenance ($70-80 per month), and Tania's wages. Tania's wages fluctuated from month to month but her weekly income in July (the first month we visited her) was $22 above the poverty line.

Tania's ambition was to buy a house and her story tells of how she managed to do this. Her extended family – parents and grandparents – and boyfriend gave and lent money for the house.

AUSSIE BATTLERS

The Parry family
(cont.)

JULY

During the first fortnight we monitored, Tania's income was $575.95. This was made up of supporting parent's pension, family allowance, maintenance ($70) and wages ($104).

Tania said the fortnight was a comparatively easy one, with the money from her work helping to cover their costs. She paid her monthly rent ($325) and bought food ($121), clothing ($93) and petrol ($34). Gas, electricity and telephone bills (totalling $165) were deferred until the following fortnight.

Spending on food was helped by Jim, Tania's boyfriend, who took the family out for meals during the fortnight. However, Tania wished to remain as independent from him as possible. "I don't mind him making it possible for us to get out of the flat a bit. He offered to set us up in a flat. I knocked him back because I won't be beholden to him."

AUGUST

Tania's income in the fortnight we monitored this month was $609.35 - supporting parent's pension, family allowance, maintenance ($150), and $50 from Jim.

The amount of maintenance received was higher than usual, because Greg had not paid maintenance the previous fortnight and so sent her a double cheque. Tania had been counting on maintenance being paid on time to pay bills: "I had to pay the gas and electricity at the last minute."

Her major expenses during the fortnight were rent ($325), food ($138), a school camp ($28) and petrol ($21). These costs absorbed 84 per cent of her income.

Although Tania thought the school camp was expensive, she decided that Mark should go. He had missed out on other school camps and had felt very left out. "Because of our financial pressures the kids can't be the same as all the other kids. So they hate school."

SEPTEMBER

Tania's income was lower this month, $489.35 – supporting parent's pension, family allowance and maintenance ($80). She had lost her job and was busy searching for another one.

To manage their living costs, Tania decided to defer her rent payment and payment of a telephone bill for a fortnight.

The children were home from school on holiday and Tania noted that she needed to buy more food than usual as the children ate more when home all day. Her petrol costs also increased, as she took the children on outings.

Tania began planning for Christmas this month. She put toys for the children on lay-by.

AUSSIE BATTLERS

The Parry family
(cont.)

OCTOBER

By October, Tania had found a waitressing and a cleaning job. She expected her first wages in the week after we visited her. During the fortnight she kept the diary, her income was supporting parent's pension, family allowance and $80 maintenance.

Her big news this month was approval from the Ministry of Housing for a housing loan. They were prepared to lend her $44,000 and required that she contribute a $6,000 deposit within thirty days.[1]

While excited at the prospect of realising her ambition to buy a house, Tania was immediately confronted with two problems: raising the deposit, and finding a $50,000 house. With the money from her jobs and assistance from her boyfriend and family, Tania felt she could cobble together $6,000. However, from her quick perusal of the Melbourne real estate market she despaired of finding a suitable house for $50,000. Tania therefore decided to look in country towns within a reasonable distance of Melbourne. She found a house in such a town and Jim paid a $200 holding fee while she liaised with the Ministry. She then had to pay a $75 inspection fee before the loan was approved.

During the fortnight we monitored, her other costs were food ($150) and a phone bill ($65). The search for a house also led to higher than usual petrol costs ($38).

John had been very unhappy at school. "The kids are picking on him and saying we are poor because of my old car. He's been coming home crying." Tania therefore decided that although her budget was stretched, she would afford a $35 school camp for him.

All three children were feeling the strain of Tania's two jobs. She had to start work at 7am and left the children at school very early in the morning.

NOVEMBER

Negotiating the house purchase, and earning money to pay for it, continued to be the focus of Tania's energies in November.

The processing of the loan application was held up when documents were mislaid in the Ministry. Tania was most concerned that if the loan was not finalised quickly enough she would lose the house. She paid a further $100 for a land survey.

Tania's income in the fortnight we monitored was $534 – supporting parent's pension, maintenance ($80) and wages ($120).

DECEMBER

The cost of Tania's house purchase continued to escalate this month. She had managed to raise the $6,000 house deposit from earnings, borrowing from family and friends, and incurring a $1,500 debt on her Mastercard. She discovered that, in addition to this money, she would need an extra $4,200 to renovate

AUSSIE BATTLERS

The Parry family
(cont.)

the house to the Ministry's required standards. The renovation included new spouting and re-painting. Tania did not know how she would find the money for this. (The Ministry eventually agreed to increase her mortgage by this amount.)

During the diary period Tania also paid $120 for house insurance. A further $400-500 would be required at a future date. Solicitor's fees of $300 were also expected.

Tania's income for the fortnight we monitored was $854 – supporting parent's pension, maintenance ($80) and wages ($440). To conserve the money she had, Tania decided to defer paying the rent and a phone and power bill. When her car broke down she decided to accept a friend's offer of the use of a car, rather than paying for expensive repairs.

Finalising the house purchase overshadowed Christmas for Tania. For the children, however, there were clothes and toys she had been paying off since September. They also received much-needed summer clothing as presents from relatives.

JANUARY

During the January diary period, Tania and the children moved into their house. The major costs of the fortnight were the move: $534 housing costs and $200 removal costs.

Tania borrowed money to meet these costs. Her income during the fortnight we monitored was: supporting parent's pension, family allowance, maintenance ($80), a $600 loan from her grandmother and a gift of $20.

The support of family and friends made the move possible: Jim lent her $1,500 to cover the solicitor's fees, her grandfather paid for the septic tank to be pumped out, and her sister looked after John, Mark, and Rosemary. Tania had also been forced to sell her car as it required expensive repairs. Her mother lent her car.

FEBRUARY

By February Tania and the children had begun to settle into their new home. Major costs this month were the children's return to school. John began high school and needed a uniform, stationery and books. Mark and Rosemary also needed school clothes. Each of the children needed hair cuts. All this amounted to $200. Tania had applied for an education maintenance allowance but it had not arrived at this time when school expenses were highest.[2]

To help her manage these extra costs, Tania's income of supporting parent's pension and maintenance ($120) were supplemented by a $70 gift from her family.

Although the house had been cheaper to buy than a comparable one in Melbourne, Tania was beginning to experience the extra costs of living in a small country town. Food was very expensive – in fact, she maintained it was cheaper to use $10 worth of petrol and drive to Melbourne to shop. Telephone calls to Melbourne were also more expensive and Tania felt isolated from friends and family as they limited their calls to her.

AUSSIE BATTLERS

The Parry family (cont.)

MARCH

March was a stable month. After the substantial costs of the move, Tania's costs this month were more those of day-to-day living. She made her first mortgage repayment, $224 (per month), bought food ($97) and petrol ($34). She also paid $150 off her Mastercard debt. A phone bill ($130) and council rates ($800) were deferred. Her income was supporting parent's pension, family allowance and maintenance ($80).

Tania's mother gave the children clothes and made a gift of her car to Tania.

APRIL

This month Tania reported feeling very disappointed with her move out of Melbourne. She had been unable to find a job and employment prospects in the small town were not good. Without work, Tania despaired of repaying the $3,000 her friends and family had lent her. She continued to shop for food and clothing in Melbourne. She was beginning to wonder if the family would not be better off back in Melbourne.

The children had brought home information on their school camps this month – $160 to Tasmania; $200 to Swan Hill and Echuca and $120 to Somers. Tania could not afford such expensive trips and explained to the children that they were beyond their means.

This month Tania also decided to apply to the court to have her maintenance payments paid through the court. Tania felt this would make the payments more regular. Since the beginning of the year Greg had rarely paid maintenance on time. It had regularly been one or two weeks late.

MAY

Tania continued to feel depressed about her situation - the move had not brought all she had hoped for. Her costs were increased by a phone bill ($126) and repairs to the car ($118).

Her income was supporting parent's pension, education maintenance allowance ($104) and a gift of $20.

The outcome of the application to the court for a maintenance variation had been an out-of-court settlement and an increase in the amount she received fortnightly to $110. Tania was pleased that an out-of-court settlement had been possible. As an 'off the record' transaction she did not feel obligated to inform the Department of Social Security that her maintenance had increased.

JUNE

This month Tania and the children moved back to Melbourne. "We were very unhappy up there. The bills were higher. I couldn't afford the rates and was a long way away from my friends and family."

So in our final interview with Tania she was back where we had first met her – renting a house for $350 a month. She hoped to be able to rent her country home to cover the $224 monthly mortgage payment and subsidise the rent of the Melbourne house.

AUSSIE BATTLERS

The Parry family
(cont.)

Tania's major costs in the study's last fortnight were associated with the move - $350 rent, $61 petrol, and $55 removal costs. Tania had to sell some of her furniture to afford the cost of moving.

We ended our visit to Tania with the sense that we had monitored a year of great dislocation in her life. Her dream of owning a house had been the focus of so much of her energies, but had soon soured.

Once back in Melbourne she found a casual job in a factory. And her hope for the immediate future was secure part-time work. "The kids still need me, particularly in school holidays." In the longer term, she saw that the future security of her family lay in her finding full-time work and entering into a new relationship with someone who could help support the family.

Notes

1. The Victorian Ministry of Housing administers a loan scheme to assist low-income home buyers. Under the scheme, home buyers pay 25 per cent of their gross weekly income as a loan repayment. Eligibility for the scheme is means-tested and there is a two to three-year waiting list for consideration of an application.
2. The Victorian Ministry of Education paid low-income families with children in years 7-10 an allowance of $208 per year. In the 1987 State budget this was increased to $240 per year, and was extended to cover children at primary school at a rate of $120 per year.

AUSSIE BATTLERS

The Behar family

profile

Omar and Fatima Behar came to Australia from Lebanon eight years ago. They had six children, Hadice (13), Zainab (12), HInd (11), Hanna (9), Nawal (8), and Yassar (1). Omar and Fatima could speak little English. Their eldest daughter, Hadice, translated the diary and an interpreter was used to conduct the interviews.

Omar and Fatima both had a primary school education in Lebanon. Omar then worked as a furniture engraver. On arriving in Australia he discovered that this specialist skill was not used in Australian furniture making. He worked in a car assembly plant for three years. After this time he was laid off and he had been unemployed for five years when the Behars joined our study. The Behars received an income of unemployment benefit ($241 per week) and family allowance ($224 per month). They were living $71 per week below the poverty line.

Reliance on unemployment benefit had brought a drastic change to their standard of living. During the years Omar was working, the Behars saved a $10,000 house deposit and bought much of their furniture and household equipment. As the following description of a year in their life now will show, the Behars struggled to house, feed and clothe their children on unemployment benefit. There was certainly no money saved.

Until two years ago the Behars lived in a Ministry of Housing house in an outer north-western suburb. Without a car they felt very isolated and they applied for a transfer to a suburb closer to the city. The Ministry were unable to offer them a suitable house in such an area in the foreseeable future. The Behars therefore decided to use their savings to buy a house in an inner north-western suburb. The house they could afford was in need of much repair. For instance, the roof over the kitchen leaked badly. With only three bedrooms, the house was too small for their large family. Three children shared a bedroom. The toilet was outside.

The Behars' story is about the critically low income and living standard of a family of eight reliant on unemployment benefit. In it, Fatima also tells of her wish to have more control of the family's money.

AUSSIE BATTLERS

The Behar family
(cont.)

EXPLANATORY NOTE

One of the problems we encountered with the Behars' participation in the study was that Omar was very much the head of the household and the controller of the family's money, yet did not wish to keep the diary or be interviewed. These tasks were to be Fatima's. This has meant that we have a good record of the household costs that were largely Fatima's responsibility - food, clothing, the children's school expenses and some bills. But because Omar only gave Fatima an allowance from his unemployment benefit to cover these costs, we do not have an accurate record of how the remaining income which he kept, was spent. This has meant that over the year we visited the Behars they appeared to only be spending an average 62 per cent of their income per fortnight.

Much of their remaining income would have been absorbed by housing costs. Omar made quarterly home mortgage payments which took 33 per cent of their income. In 1985, while they were also repaying a personal loan they had put towards the house purchase, housing costs absorbed 48 per cent of their annual income. (Council and water rates also added to their housing costs.) The study's diary period only covered the fortnight Omar paid their home mortgage in June 1986. However, every fortnight we monitored in the proceeding months, Fatima told us that he put aside money for the expected mortgage payments. She also explained that Omar often had to borrow money from his brothers when the family's costs were very high, and he then tried to repay them in the following weeks.

Omar had some expenses of which we have no record. For instance, we knew he was the only family member to use public transport but we did not know how often and how much his fares were.

JULY

In the fortnight before the Behars kept their first diary for our study they had made a quarterly house mortgage payment. Their budget was recovering in the fortnight we monitored. In particular, to manage to pay the house mortgage they had to cut back their spending on food. In the fortnight we monitored, this was compensated for by a large food shop, $239, or 34 per cent of their income, which included a family allowance.

Fatima commented that there were many things the family needed which she could not afford to buy. The baby needed a bed and pusher and all the family needed clothes. No one in the family had enough of any type of clothing; jeans, shirts, dresses, tops, underwear, nappies or shoes. "The children get annoyed and complain. My husband and I don't talk about it. What can you do?" She was particularly concerned that they could not afford orthopaedic shoes for their fifth child, Nawal. Nawal was born with a foot deformity and without specially made shoes, found it difficult to play with other children and join in school activities.

This month, Fatima would have liked to buy the children's school photographs but it was $10 she could not afford.

They also did not have enough money to pay an SEC bill and decided to defer payment until they received a second notice. The Behars did not know that they could claim a 20 per cent rebate on winter energy bills, or arrange to pay their bills in instalments, until our interviewer and interpreter provided them with information.

Fatima's final comment for the month on her family's situation was: "When my husband works it's better. But even on wages it's not enough to keep six kids. And my husband wants another child – a boy."

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AUSSIE BATTLERS

The Behar family
(cont.)

AUGUST

During the fortnight we monitored in August, the Behars' major costs were food and the personal loan repayment. These costs absorbed 53 per cent of their income, which included a family allowance payment. Again this meant that other living costs could not be afforded.

Fatima recorded that she was not able to afford enough bread or meat for her family. She spent $18 on meat for her family of eight for the fortnight. She did not use their one heater while she was home by herself. The heater was only turned on when the children came home from school. Her daughter wanted to go on an excursion. It cost $4.60. I said, "Stay home, it's too much money. She was very upset."

SEPTEMBER

The children were on holiday from school and Fatima said this made it a more difficult time. "I had to buy more food because they ate more and they wanted money to do things." A fortnight before the diary period, the Behars had paid their mortgage payment, and again this had taken a heavy toll on their budget. Fatima was only able to buy $10 worth of meat for the family in the fortnight we monitored.

Although the children were desperately short of clothing, Omar had told Fatima that he did not want his children dressed in second-hand clothes. Pressure came from the children too. "My daughter is thirteen and a half and wants fashionable clothes. Every week I say, next week."

OCTOBER-NOVEMBER

The Behar's major costs during October were water rates, the personal loan repayment and food. These absorbed 71 per cent of their income. Fatima felt that the diary fortnight in November was less difficult to manage. Their housing costs were lower, with only the personal loan repayment to make.

Fatima did, however, note that the leak in their kitchen roof had become much more serious. Water now poured into the kitchen when it rained. They had no money to pay to have the roof repaired.

She was also concerned that it was nearly the end of the school year and she had not yet received the second instalment of the education maintenance allowance. In the first half of the year she had used the allowance to buy school uniforms and books. Without the allowance in the second half of the year, Fatima had struggled to afford the children's school expenses. Hadice, the eldest child, said, "Mum came up to the school and I translated for her. She said we didn't have enough money for excursions and all the school uniforms. When the other kids were going on about me, a teacher explained that my family didn't have the money."

DECEMBER

Housing costs, a gas and electricity bill, and food absorbed 71 per cent of the Behar's income in the fortnight we monitored.

Although the Behars as Muslims did not observe Christmas, they decided to accept a Christmas hamper of food and toys from the Salvation Army. The food in particular helped to supplement their food purchases and made the fortnight a slightly easier one.

AUSSIE BATTLERS

The Behar family
(cont.)

JANUARY

Fatima said that the fortnight we monitored this month was "a bit hard" because the children were on holiday, and they paid an electricity and telephone bill. Omar borrowed $100 from his brother so that they could afford these costs.

Fatima also bought socks and a shirt for the children's return to school ($21). Clothing continued to be a source of tension. "The children are always nagging me. They needed sandals for summer but I just couldn't afford them."

The children had spent their summer holiday at home, playing together and watching television. Fatima said that going to a movie or swimming at the local pool were all too expensive. As a special treat the family took a tram to the beach one day.

FEBRUARY

There were no bills to pay during this month. The children's return to school, however, made the family's clothing shortage critical. Hadice's only dress was her school uniform which she washed and pressed each night for school the next day.

Fatima found it difficult to find an emergency relief service with clothing in her area - the local services she tried had only food vouchers or furniture. A Lebanese community worker suggested the Smith Family in Collingwood. Fatima was very concerned about how she would get there and manage to convey the family's need. Our interpreter gave her directions and suggested she take her eldest daughter to act as an interpreter.

Fatima did have a sewing machine and would have been able to sew clothes for the children. It was badly dilapidated, however, and would have required costly repairs to return it to working order.

This month Fatima also noted her concern about the state of the family's teeth. "When my husband was working we used to go to a private dentist. Now our teeth need a lot of repairing - we've got some missing teeth and need fillings."

MARCH - APRIL

The trip to the Smith Family had not been successful. Fatima and Hadice had become lost and eventually returned home. This incident confirmed Fatima's disillusionment with charity. "Last year the lady from the welfare told me I could get some more beds. When they brought them they were rotten." The family's clothing situation remained critical. "The clothes they have they wear all the time. They wear them and wear them again."

Without a car, the Behars were reliant on public transport. Fatima mentioned how much she would like to be able to use public transport. "It's so expensive, it would be lovely to be able to get public transport whenever I wanted to."

As an unemployment beneficiary Omar received a concession card which allowed him to travel on public transport at half fare. He used public transport to travel to the Commonwealth Employment Service, to look for work, to go to the mosque, and to visit his mother. Fatima rarely used public transport, and when she did she had to pay full fare. "The government should give the card to me. I'm the one who looks after the family."

AUSSIE BATTLERS

The Behar family
(cont.)

MAY - JUNE

During May it was Ramadan. The end of Ramadan is a time of celebration and as an important event in the Muslim year, the comments Fatima made echoed the comments of many of the study's other families about Christmas. "It's exactly like Christmas. Everyone wears new clothes and some people buy presents. We couldn't buy anything and that was hard."

The June fortnight was a difficult one for the Behars. In order to pay their house mortgage they borrowed $250 from Omar's brother. The mortgage, a gas bill and food took 80 per cent of their income, which included the brother's loan and family allowance.

By June, the Behar's weekly income of $318.05 was $87.35 below the poverty line.

At the end of the study we talked with Fatima about her family's future. The comments she made were an interesting mixture of hope that her husband would find a job and concern that some way would be found to guarantee her greater access to his income.

For herself, Fatima did not see future employment. "I couldn't leave the baby with someone else. It would cost a lot of money and after I got home from work I would have to do the cooking for the family. Having six children is my job."

For her husband, however, Fatima clearly saw that the family's future hinged on his employment. She did acknowledge that without English, skills, and experience, he found job seeking very hard. "Truly my husband would prefer to have a job, but with more money than he has got now. He'd like to get more money for his family and not be bored staying at home all the time and making trouble."

She went on to explain that whether her husband had a job or not, she would like some of their income to be paid to her. "The best way is for the husband to be working, even it the salary is not very much. But the government should support women because even if the husband is working maybe he won't give them any money. It's not fair to give all the money to the husband, even when they are on unemployment benefit."

POVERTY FACTS - OCTOBER 1994

Information provided from the Brotherhood of St Laurence, 67 Brunswick Street, Fitzroy 3065.
Telephone (03) 9483 1384, fax (03) 9417 2691

If you thought Australia was the lucky country, think again – poverty in Australia is widespread. Here are some disturbing facts.

Income and wealth distribution

- In 1990, the wealthiest ten per cent of the population held more than half of Australia's wealth.
- During the 1990-92 recession, the income share of the lowest 50 per cent of households fell by 2.6 per cent, while the income share of the top 50 per cent of households increased by the same amount.

Poverty

- In 1990, at the start of the recession, an estimated one in eight Australian households was living on incomes on or below the poverty line.
- Unemployment, living in a sole-parent family, coming from a non-English speaking background, and having a disability, are key factors associated with poverty.

Unemployment

- In August 1994:
  - 797,000 people were unemployed;
  - 290,100 people had been unemployed for a year or more; and
  - almost one-third of teenagers in the full-time job market were unable to find work.

Families

- In August 1994, 354,800 families with children under 15 years old had no family member employed.

  In December 1993:
  - more than 3,200,000 adults and children were dependent on Federal Government pensions and allowances due to sickness, poverty or unemployment;
  - approximately 1,700,000 children lived in families who received a Federal Government income support payment, a measure of their family's low income;
  - a sole parent pensioner with three children had a weekly income $36 below the poverty line.
- In 1989-90, 44 per cent of sole-parent families headed by women lived in poverty.
- In 1990, at the start of the recession, more than three-quarters of those people living below the poverty line were living in families with children.

Health

- Women living on low incomes are 83 per cent more likely to suffer a disability than those on higher incomes.
- Men living on low incomes are 58 per cent more likely to have a chronic illness than men from high income families.
- Women who head single-parent families have 69 per cent more chronic illnesses than married women with dependants.

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POVERTY FACTS - OCTOBER 1994 (continued)

Housing and homeless

- In December 1993:
  - a sole-parent pensioner with one child renting a house in the private market could expect to spend more than 51 per cent of income on rent, if renting the appropriate sized dwelling;
  - 40 per cent of sole parent pensioners received government rental assistance, a payment which is available to people on low incomes renting on the private market. People receiving such assistance are likely to be paying more than 25 per cent of their incomes on housing.
- In 1989, it was estimated that there were between 20,000 and 25,000 homeless young people in Australia. The number is likely to have risen since then.
- In June 1992, 225,124 households were on public housing waiting lists.
- In October 1994, in Victoria alone, 50,074 households were on public housing waiting lists.

We can do it better

- In 1993, Australia was the lowest-taxed country of all the countries in the Organisation for Economic Co-operation and Development (OECD).
- In 1993-94, Federal Government budget revenue was 23.4 per cent of Gross Domestic Product (GDP) - its lowest level as a proportion of GDP for almost 20 years.

POVERTY LINE UPDATE: June quarter 1994

Poverty lines provide a benchmark for measuring the adequacy of income security payments and are frequently used as a way of assessing the incidence of poverty in Australia.

The poverty line, also known as the Henderson Poverty Line, was developed by Professor R. F. Henderson with the Australian Government Commission of Inquiry into Poverty. It calculates the amount of money which families of different sizes need to cover basic living costs. The Poverty Line represents an austere living standard.

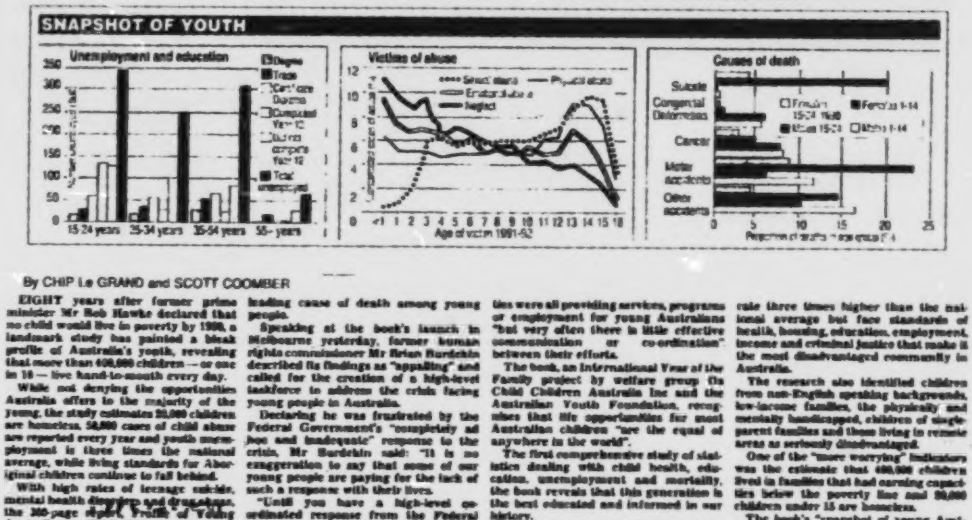
The poverty line is updated quarterly by seasonally adjusted household disposable income per head of population. This results in the Poverty Line moving up or down in relation to average living standards.

Different poverty line figures apply to different households according to whether or not the head is in the labour force, since it is presumed that labour force participation incurs additional costs.

The poverty line figures used here are supplied by the Institute of Applied Economic and Social Research at the University of Melbourne, telephone: (03) 9344 5330

One in 10 children on verge of poverty

Mr Burdekin yesterday with Katherine Clarke, 7, of Brunswick, and Simon Adams — Picture: COLIN MURTY



By CHIP Le GRAND and SCOTT COOMBER

EIGHT years after former prime minister Mr Bob Hawke declared that no child would live in poverty by 1990, a landmark study has painted a bleak profile of Australia's youth, revealing that more than 400,000 children — or one in 10 — live hand-to-mouth every day.

While not denying the opportunities Australia offers to the majority of the young, the study estimates 25,000 children are homeless, 50,000 cases of child abuse are reported every year and youth unemployment is three times the national average, while living standards for Aboriginal children continue to fall behind.

With high rates of teenage suicide, mental health disorders and drug abuse, the 300-page report, Profile of Young Australians — Facts, Figures and Issues, charts a worrying trend in behavioural, developmental and psycho-social problems it calls the "new morbidity".

Australia's youth suicide rate is one of the highest in the Western world and is second only to road accidents as the leading cause of death among young people.

Speaking at the book's launch in Melbourne yesterday, former human rights commissioner Mr Brian Burdekin described its findings as "appalling" and called for the creation of a high-level taskforce to address the crisis facing young people in Australia.

Declaring he was frustrated by the Federal Government's "completely ad hoc and inadequate" response to the crisis, Mr Burdekin said: "It is no exaggeration to say that some of our young people are paying for the lack of such a response with their lives.

"Until you have a high-level co-ordinated response from the Federal Government the State governments, the major philanthropic foundations and some of the leaders in the private sector, I believe that we will continue to have very serious and disturbing problems confronting our young people."

Mr Burdekin said the interested parties were all providing services, programs or employment for young Australians "but very often there is little effective communication or co-ordination" between their efforts.

The book, an International Year of the Family project by welfare group Oz Child Children Australia Inc and the Australian Youth Foundation, recognises that life opportunities for most Australian children "are the equal of anywhere in the world".

The first comprehensive study of statistics dealing with child health, education, unemployment and mortality, the book reveals that this generation is the best educated and informed in our history.

But the president of Victorian-based Oz Child, Mr Neville Turner, said: "Alarmingly, however, far too many Australian children are missing out."

Most affected were Aboriginal and Torres Strait Island children, who must not only overcome an infant mortality rate three times higher than the national average but face standards of health, housing, education, employment, income and criminal justice that make it the most disadvantaged community in Australia.

The research also identified children from non-English speaking backgrounds, low-income families, the physically and mentally handicapped, children of single-parent families and those living in remote areas as seriously disadvantaged.

One of the "more worrying" indicators was the estimate that 400,000 children lived in families that had earning capacities below the poverty line and 50,000 children under 15 are homeless.

The book's "snapshot of young Australia" also reveals that demand for formal childcare is not met for more than 300,000 children under 12 and just over half of children under six are fully immunised against preventable disease, a figure well short of the rest of the industrial world.

Courtesy of "The Australian", 4 May 1995

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Background informaton about

The Brotherhood of St Laurence

Named after St Laurence, the patron saint of the poor, the Brotherhood of St Laurence was founded in 1930 by an Anglican priest, Fr Gerard Tucker. On 18 June 1933, Fr Tucker relocated the Brotherhood from Adamstown, NSW, to the Melbourne suburb of Fitzroy, where the group began its work helping people in the city's inner urban slums.

Today, through research, social action and service delivery the Brotherhood is an advocate for social justice and offers direct assistance to people in need by providing employment programs, care for the aged and infirm, family support services and shelter for displaced people in our community.

The Brotherhood of St Laurence is a Christian organisation committed to a just society through the identification and involvement with the poor and disadvantaged.

We of the Brotherhood of St Laurence work for the well being of the poorest members of the Australian community to improve their economic, social and personal circumstances by:

- *offering friendship, support and advocacy;*
- *sharing goods, services and resources;*
- *contributing to their empowerment and to the prevention of further poverty;*
- *improving the structures, institutions and distribution of resources to establish their security of income, shelter and employment, and*
- *working towards achieving a sustainable Australian society within the global community.*

Adding Justice to Care

'Adding Justice to Care' was adopted by the Brotherhood of St Laurence as its slogan for its 60th anniversary in Victoria in 1993 and is intended to articulate the Brotherhood's dual purpose of providing care for people in need while also working to redress injustices in society which cause inequity and disadvantage.

Brotherhood of St Laurence
Annual Report 1994

Australia Fair?

LESSON
6

The aim of this unit is to examine poverty in Australia today and analyse the factors that contribute to this construction.

STUDENT ACTIVITIES

A **Read or listen to the information/articles provided about poverty in Australia.**

B **Use the information from the sources provided to develop a visual representation that describes the current situation of Australians living in poverty today.**

C **Discuss how access to resources, information, relationships and decision making might contribute to wealth and power. How might a lack of access to resources, information, relationships and access to decision making contribute to powerlessness and poverty?**

Assessment criteria may include

The student:

- explains the relationship between, resources, information, relationships, decision making and power;
- describes the factors affecting paid and unpaid work;
- describes how limited resources affect choices;
- critically analyses the effect of core values of equity and social justice as part of the Australian way of life.

TEACHING SUGGESTIONS

It is essential that students complete this unit of work understanding that poverty is constructed. Resources, information, relationships and access to decision making help individuals and groups access the things the community values and therefore help them gain power. Individuals or groups without the necessary resources, information, relationships and ability to access and influence decision making are de-powered and therefore are less able to actively participate in the dominant culture.

Rich World Poor World is a highly recommended text. It contains a large number of articles that may be photocopied without copyright approval. It covers issues about poverty and global and local issues.

Resources

Invite a guest speaker to visit the class or arrange an excursion to a community group or charity that works with disadvantaged people.

Publications:

- *Rich World Poor World* Kaye Healey (ed) (Eighth volume of 'Issues for the Nineties') Spinney Press, 1993.
- *Australians in Poverty: a resource book*
  Brotherhood of St Laurence. 67 Brunswick Street, Fitzroy, Vic 3065. Telephone (03) 9483 1384, fax (03) 9417 2691.
- Poverty and Education: Training and development materials.

This material was distributed to all schools in 1994. Additional copies can be ordered from the DETE Curriculum Resources.

Australia Fair?

LESSON 6 continued

Resources *(continued)*

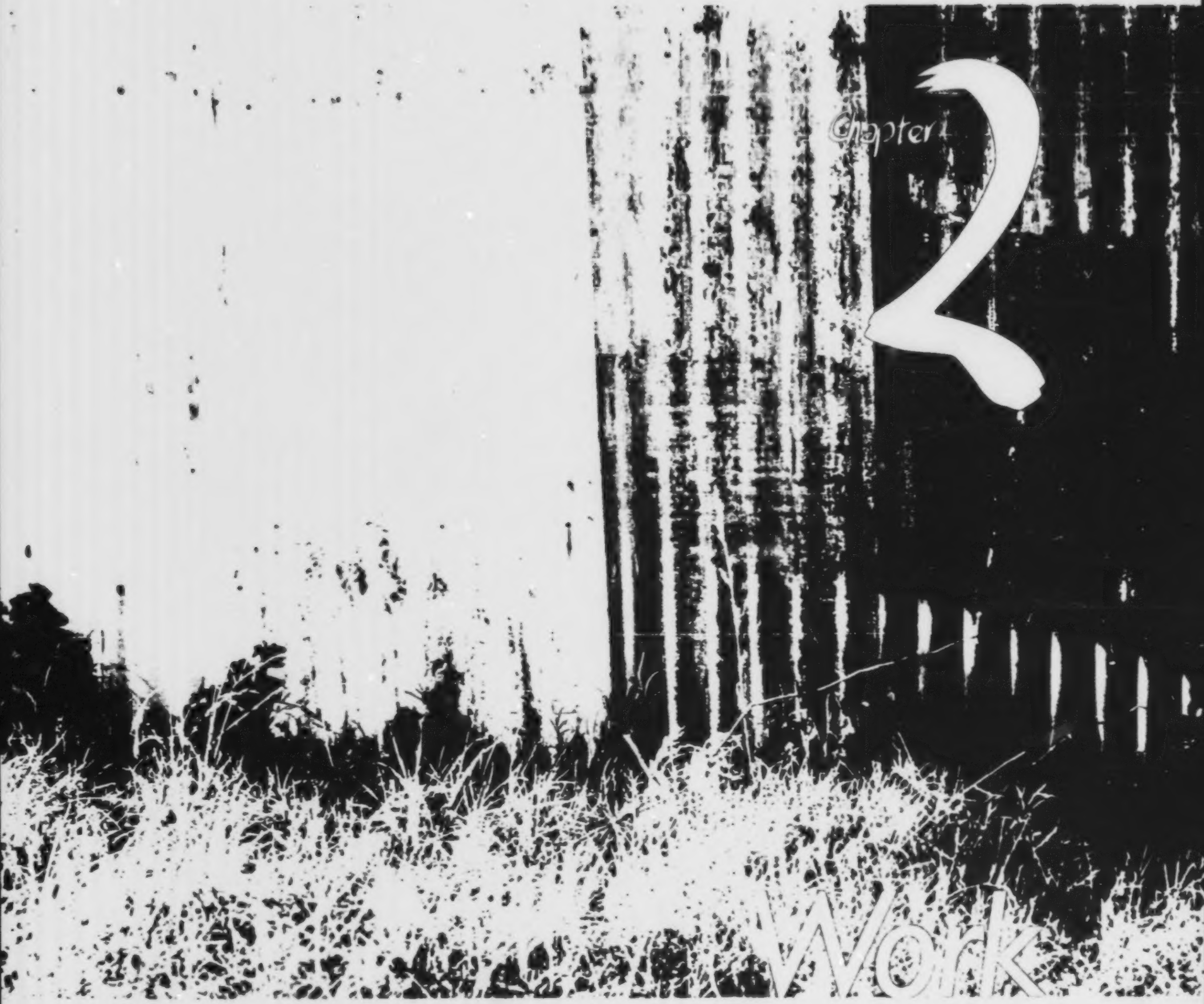
The following institutions and agencies will provide you and your class with updated information about poverty and wealth in Australia today.

The Australian Bureau of Statistics (ABS)

An office for the ABS is located in each capital city. The ABS provides a number of services including a telephone service for statistical information. Students may also write requesting information. Students will receive a reply, usually by phone. Students in isolated areas may be provided with information if they are unable to access the information locally through a school or public library.

The Brotherhood of St Laurence, Fitzroy, Victoria.
Information office Tel: (03) 9483 1384.

The Institute of Applied Economic and Social Research.
University of Melbourne, Parkville, Victoria, 3052.
Tel: (03) 9344 5330.



Chapter 2

Work

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Work - *Introduction*

LESSON 1

The aims of this lesson are to introduce students to the term 'work' through images of people at work as presented in the media, and to develop a definition of 'work'.

STUDENT ACTIVITIES

A

Examine the variety of work available by discussing and reading and viewing a range of texts.

B

Collect visual examples of 'people at work'. Your examples may contribute to a class collage of the different work people do.

C

Critically analyse the class collage by asking/discussing:

- **Who is seen to be doing the work?**
- **What proportion of the work is paid and unpaid?**
- **Who is doing the unpaid/paid work?**
- **Which Australians are not represented in the collage?**
- **What are the images that represent power?**
- **Who has power over resources, decision making, information and relationships?**

D

Discuss the idea that some work is more valued than other kinds of work. Why is this so? How could it be different?

E

Read the newspaper article "Rhetoric beats equality in sharing family workload". Discuss your reaction to the article. What are the main points the author is making? Do you agree with the writer? Why/why not? Write a letter to the editor in response.

TEACHER NOTES

A

Introduce the concept of 'work'. Clarify the concept and help students to develop a definition. (You can refer to the definitions listed in the resources).

B

Provide students with resources about the different types of jobs people do.

C

Support students to develop a class collage that shows the diversity of possible paid and unpaid work that people do.

D

Refer to previous discussion about indicators of a socially-just country. How is work valued in the mythical land Fair? (Please refer to chapter 1, lesson 1.)

E

Present students with a model for structuring a letter to the editor.

Work - *Introduction*

LESSON 1 continued

STUDENT ACTIVITIES

F **Contribute to class discussions about a definition of work. Record individual brainstorm on the meaning of 'work' in a small working group and then as a class sort your brainstorm into rough groupings and label each grouping of ideas. Stick the groupings onto large sheets of paper for class display. Using the labels develop an individual then a class definition of 'work'.**

Assessment criteria may include

The student:

- demonstrates an understanding of the range of activities which can be viewed as 'work', both paid and unpaid;
- identifies the work done by others and self;
- describes the diverse ways people work.

Resources

- A class set of dictionaries.
- Local, national newspapers, magazines.
- Student collage: see student activities (c).
- *Over 2U,* ACTU Magazine for Youth, 393-396 Swanston St, Melbourne, Vic. Tel (03) 9663 5266.
- *The Job Guide.* Available in most schools through counsellors (middle school), your local high school, or the State Government's Job Centre (in SA: the Commonwealth Centre, Currie Street, Adelaide).

Rhetoric beats equality in sharing family workload

By MICHELLE GUNN

3 — THE AUSTRALIAN Thursday August 24 1995 — 3

EQUAL sharing of work and family responsibilities between men and women was "more rhetoric than reality" with men reluctant to change their traditional role of full-time, lifelong work, according to a book released yesterday by the Australian Institute of Family Studies.

The study, Work and Family Life — Achieving Integration, found women were almost always the ones who provided a solution to balancing work and family demands, usually by working part-time and also being the major carer of dependent children.

The authors, Ms Ilene Wolcott and Ms Helen Glezer, argue that changes in corporate culture and working conditions must be accompanied by social changes which reinforce alternative work patterns.

"When only women take advantage of family friendly flexible work and leave provisions, a dual standard evolves where those on the 'mummy track' are seen as less committed to a career than men," the study says.

Provisions such as part-time work and flexible working hours are open to both men and women but are rarely being taken up by men.

This is despite the fact in June 1994 about 59 per cent of families with dependent children had both parents working.

"Clearly the traditional paradigm of the male breadwinner/full-time female domestic caretaker family ... is more image than reality," the books says.

"For this reason, concepts such as dual income families, work-based child care, parental leave, leave to care for sick family members, and flexible working arrangements have become part of industrial relations vocabulary."

Why, then, the authors ask, aren't men changing workplace practices to share more equally in family responsibilities?

Interviews with Australian families suggest there are many reasons, including the way men are socialised and the fact that fathers still feel out of place in creche, school, and neighbourhood settings.

Also, most of the women surveyed by the Institute stated they were happy with their present family arrangements, raising the possibility that women are often reluctant to relinquish control of child rearing.

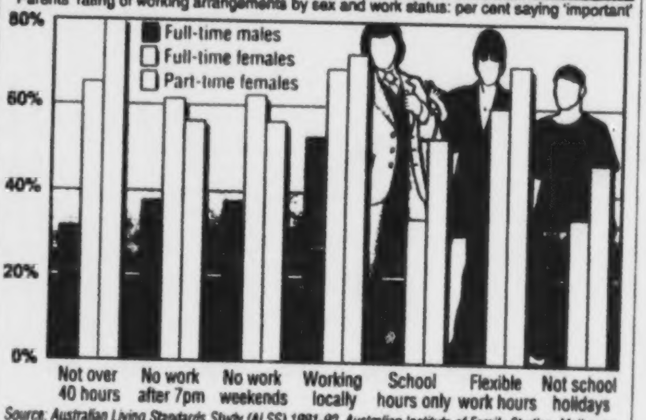
Ms Wolcott says men are "tinkering around the edges" of the issue, arranging to pick the children up from creche or taking a day's leave to care for them when they are sick.

The authors argue that social pressure is needed to bring about change.

"Despite progress in legislation, employer practices, and shifts in how men and women share family responsibilities, it still appears that to achieve integration of work and family roles means to continue gender segregation," they conclude.

THE GENDER WORKING DIVIDE

Parents' rating of working arrangements by sex and work status: per cent saying 'important'



Source: Australian Living Standards Study (ALSS) 1991-92, Australian Institute of Family Studies, Melbourne.

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Teaching Resource

Attachment to WORK LESSON 1

Background Information

Work In Society

Definitions of work

> *... the exertion directed to produce or accomplish something; labour; toil...employment; a job, especially that by which one earns a living.*
>
> (Macquarie Dictionary)

> *Any sort of productive activity in which one is engaged and which adds value to the community in which one lives.*
>
> (Barbara Reinfeld)

> *Next to sleeping, work is what we spend most of our lives doing. Those who do not work, like invalids or the very rich or the very old, seem to belong to the margins of life.....Work gives us social status as well as the means to live. ...To work is to own a place in the world, however modest, and to be deprived of work is to be exiled, punished. Work also creates our identity. Because it is categorised according to class, race, gender, status and remuneration, it constructs our notions of ourselves as people, men and women.*
>
> (*Man Does, Women Is, An Anthology of Work and Gender,* edited by Marion Shaw, Faber and Faber, UK 1994)

Summary

Most people link work with ideas of money, effort, long hours, and something that cannot be avoided. Some people see work as enjoyable and some as an unavoidable way in which to earn money to sur vive.

Work - *Introduction*

LESSON

2

The aim of this lesson is to develop an understanding of different types of work and the skills they require.

STUDENT ACTIVITIES

A **Arrange examples of different types of work into the following categories. (Please refer to the background notes, this lesson.)**

Analytical/Problem Solving/Crafts	Production	Services
eg basket weaving	*factory worker*	*sales representative*

B **Discuss the meanings of the terms 'skills' and 'competencies'**

C **Choose one example from each category and describe the necessary skills/competencies you would need to do this work well. Record the skills/competencies on an index card which will summarise the class response.**

D **In pairs, students work together to discuss what sorts of skills they and their partners think they have and therefore which category of job best suits them. Students move to group themselves according to the categories.**

Assessment criteria may include

The student:

- gives examples of work and places in the appropriate category;
- identifies examples of paid and unpaid work and describes the skills necessary for both;
- recognises that individuals have different skills, abilities and talents.

TEACHER NOTES

Explain to the class what each category means and provide examples of different types of work for each category. Place some examples on the board.

A

Discuss the need for diversity in the work and the interdependent nature of different kinds of work. What would happen, for example, if there was a shortage of people in the services category?

Ensure that students look at work which is unpaid eg volunteer work and work within the home or community.

B

Ask students to list (on the board if necessary) the different types of skills that they have identified.

Ensure all students have a turn at categorising the different areas of work.

C

Supply students with blank index cards or paper. Arrange the students' completed cards under the three categories of work in three parts of the room/school. Teachers could expand this activity by having students research skills required for specific jobs using the listed resources.

D

Encourage students to stand between or in more than one area to reflect and identify the complexity and range of skills and competencies.

Resources

Job and Course Explorer.
Job Guide.
Career Reference Centre.

Teaching Resource

Attachment to WORK LESSON 2

The three categories of work

Work in general can be divided into three main categories:

1) **Analytical/Problem Solving**

A person whose work is to investigate, examine, and use problem-solving techniques along with their talents and skills, to create a high standard piece of work. A more creative category of work than manual labour and one which is growing in importance with the development of new technologies.

2) **Production**

A person who uses his/her manual labour to manufacture a product on a large scale. A more labour intensive way than problem-solving to produce goods. This category thrived during the Industrial Revolution.

3) **Services**

A person whose work is to service the people and community around them. The employer/community will benefit from his/her services.

Work from the past, present, and future can be divided into each of these three categories.

Students are to place their examples of work/jobs into the correct columns on the table listed below. Some examples are provided.

Analytical/Problem Solving	Production	Services
• basket weaving • scientist/inventor • engineers • artists • clothes designers • computer graphic designers • jewellers • Persian rug makers • software engineers • telecommunications engineers • inventors • computer systems analysts • marketing consultants • statisticians • food technologists • radiotherapists • scientists • architects	• textile workers • mobile plant operators • stationary plant operators • farmers • fitters and turners • construction labourers • mining labourers • boiler maker/welder • technicians • food processors • machinists • fruit pickers	• home services (house cleaning, lawn mowing) • sales persons • bank tellers • child-care workers • aged care and support workers • managers • hairdressers • teachers • waitress/waiters • bar persons • cashiers • medical workers • real estate agents • telephone operators • defence forces • travel guides • tourist operators • taxi drivers

Source: Barbara Reinfeld and Lynn Hall, 1995 (this list created for this publication).

Work - *The Past*

LESSON

3

The aim of this lesson is to read and view texts set in historical contexts and analyse the work practices and conditions depicted.

STUDENT ACTIVITIES

A

Make notes from a video on a historical theme to assist in the assessment task.

B

Identify examples of work in the texts into the following categories.

Analytical/Problem Solving/Crafts	Production	Services
eg basket weaving	*factory worker*	*sales representative*

C

Describe and present your observations and reactions to the work practices and conditions depicted in the text. Students can present their interpretations in a variety of ways, for example, a poster, essay, role play, poem or oral presentation.

D

Develop and illustrate a work timeline. This activity may be an individual, small group or class activity.

TEACHER NOTES

A

Ensure students understand how to make notes from videos and texts.

Facilitate class discussions on each video/text studied about the work practices and conditions of the era studied.

B

Use the board to identify examples of work into the categories.

Ensure gender and culture perspectives are highlighted.

D

This timeline will be developed in each section of this chapter, for example, develop a work timeline, 200 years ago and today.

Birth to five years equals childhood.

Work begins at around five years and continues often until death.

The more fortunate had a short retirement when they were supported by family. This period would commonly mean some unpaid work was expected. In the past early death was common because of bad work conditions.

Work - *The Past*

LESSON 3 continued

Suggested assessment criteria

The student:

- describes the range of jobs that are being performed and categorises and explains who did the work, and who was not working
- describes the conditions of work and their positive and negative aspects;
- describes and explains how work conditions and practices affected the way people lived;
- constructs a timeline comparing work today with work in the past.

Resources

Check your local video shop for the large range of historical texts available.

Fiction

Playing Beatie Bow - Ruth Park

A young girl has time travelled to 19th Century Sydney.

Also available as a video from Electronic Media Services (Tape Services section) at Ingle Farm, telephone (08) 262 7751 or facsimile (08) 8262 8130. Tape # V17715.

Wandering Girl - Glenis Ward

The story about a young Aboriginal girl forced to work as a domestic in a country town. Very funny in parts but also tackles complex topics. An easy reader.

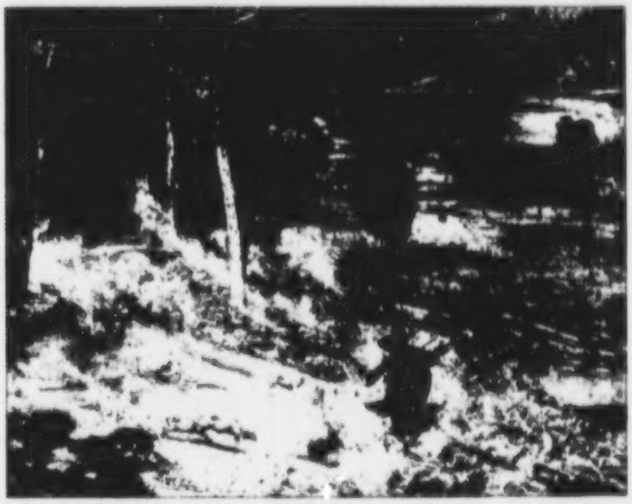
Non fiction

Women at Work - from the Gold Rushes to World War 2, Raelene Frances and Bruce Scates. Cambridge University Press 1993.

Teaching Resource

Attachment to WORK LESSON 3

Visual texts, Mortlock Library Art examples from the Art Gallery of SA

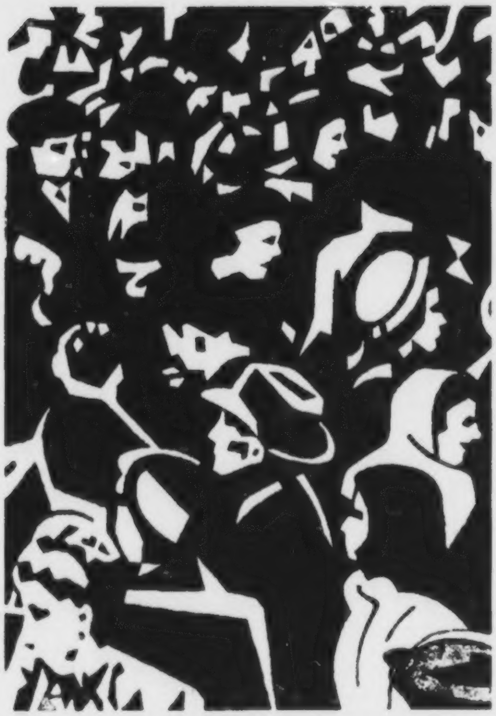


Tom ROBERTS
Australia 1856–1931
A breakaway!
1891 Corowa, New South Wales
oil on canvas, 137.2 x 168.1 cm
Art Gallery of South Australia, Adelaide

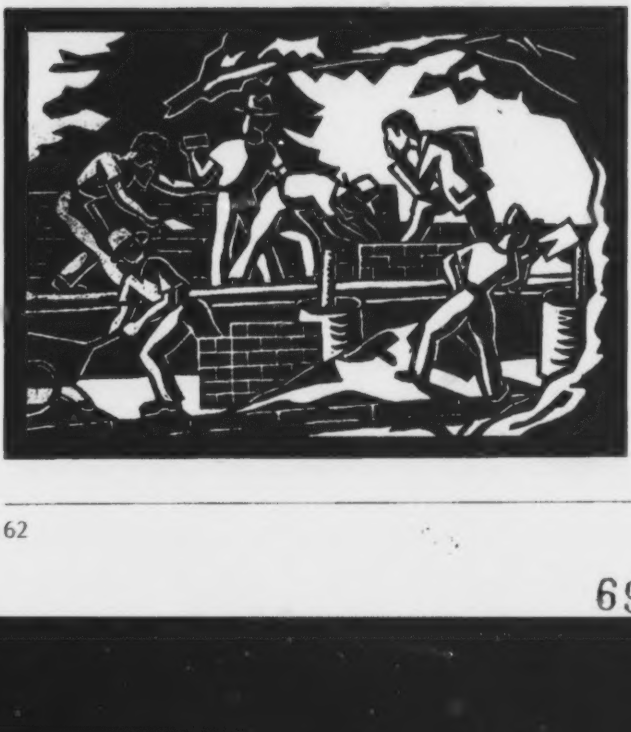
Olive COTTON
Australia born 1911
Fashion shot
1937 Sydney(printed Cowra, NSW, 1992)
gelatin-silver photograph, sheet 40.4 x 50.5 cm
Art Gallery of South Australia, Adelaide
South Australian Government Grant 1992

Teaching Resource *Attachment to* **WORK** LESSON **3**

Visual texts, Mortlock Library Art examples from the Art Gallery of SA



David DALLWITZ
Australia born 1914
Crowd
1986 (printed 1989) Adelaide
aquatint on paper, sheet 51.9 x 37.7 cm
Art Gallery of South Australia, Adelaide
South Australian Government Grant 1990



Victor ADOLFSSON
born Adelaide 1915
Bricklaying
1940 – 1940
linocut, 27.0 x 36.6 cm
Art Gallery of South Australia, Adelaide
South Australian Government Grant 1981
8110G41

Work - *The Past*

LESSON
4

The aim of this lesson is to examine the work practices and conditions of the past.

STUDENT ACTIVITIES

A

Research work practices and conditions by interviewing a grandparent or elderly neighbour or friend about their working life.

B

Compare the different experiences and ways of life, motives and action of people interviewed.

C

Write about a particular job in the following ways:

- **a diary entry;**
- **a letter to the editor, or letter 'home';**
- **a newspaper article;**
- **an employment advert;**
- **a recruiting poster.**

Suggested assessment criteria

The student:

- identifies work done by others in the past;
- categorises different types of work from the past;
- describes work practices, conditions and ways of life in Australia's past;
- portrays events from the past from particular perspectives;
- frames questions and identifies sources of information and select suitable ways of investigating and presenting;
- organises ideas and information so that their meaning is clearly communicated using forms appropriate to the subject, the purpose and the audience.

TEACHER NOTES

A

Teachers introduce the topic 'the history of work' and highlight some areas in which change may have been obscured.

Negotiate with students the job they will research, and how they will demonstrate their understandings.

Assist students with their research by providing them with examples of job advertisements, letters, newspaper articles, employment advertisements, organising an excursion assisting with the development of questions for interviews.

B

Highlight the different perspectives and experiences of individuals and groups. Encourage discussion that includes reference to gender, race, poverty and disability.

C

Demonstrate to all students how to:

- plan their writing tasks;
- collect information;
- prepare a draft;
- edit their work – is any detail left out?
- write a conclusion;
- produce good copy for publication and display.

Resources

Migration Museum SA.
Maritime Museum SA.

Non fiction:

Women at Work - from the Gold Rushes to World War 2 Raelene Frances and Bruce Scates. Cambridge University Press 1993.

Teaching Resource

Attachment to WORK LESSON 4

Psychologists in 2001 to have widest career path

SPECIAL REPORT

By SHERYL-LEE KERR

When it comes to job-hunting in the year 2001, psychologists will rule as laborers hang up their boots.

A national report looking at the employment prospects of each occupation has predicted that in this decade, people like psychologists and economists will boast the best job growth whilst laborers and farmers are left behind in the dust.

According to the Commonwealth Department of Employment Education and Training report *DEET Job Futures* the biggest employment growth between now and 2001 will be for psychologists, followed by social workers, economists, librarians, mathematicians/statisticians, computing professionals and speech pathologists.

Also expected for strong growth were accountants, dentists, pharmacists, hairdressers, optometrists and child-care co-ordinators.

However a handful of occupations were expected to have declines in employment in the future.

Most notable of these were farmers and farm managers and stationary plant operators.

Laborers, tradespeople and drivers also fared below average.

The report reached its conclusions by analysing employment trends and making certain assumptions, such as how much an industry's output would increase over the years and whether less labor would be required. Therefore in areas such as the farming industry, where use of technology is becoming greater, farmers and laborers were not anticipated to be as in demand as workers in other industries.

The figures also took into account the changing make-up of employees in companies. Some companies may be starting to hire more of one type of worker and less of another.

Despite the figures, the SA Farmers Federation chief executive, Mr Mike Deare said farmers had gone through a bad spell in recent years – with high interest rates, low commodity prices and drought – but he believed things were starting to look up.

"My perception is what we're now left with is much stronger operations, larger business and larger potential income," Mr Deare said.

"We're also seeing a move toward changing the marketing in agriculture and horticulture for greater emphasis on exporting."

Meanwhile, the Australian Psychological Association's president, Professor Kevin McConkey, said his profession was already "experiencing an increase in demand" as tipped by the job prospects report. He said the range of areas psychologists were specialising in was expanding into areas like sport, forensic, industrial and organisation.

However, the report revealed that not all occupations are expected to even have a constant supply of employees qualified to do all the work. By the year 2001, a trend towards skill shortages is expected in the occupations of optometrist, physiotherapist, bricklayer, plasterer, carpenter and joiner, toolmaker and economist.

On the other hand, quantity surveyors, vehicle body builders and metal finishing trades could be heading in the direction of having too many qualified workers.

Shortages

As for today's unemployed, skill shortages (with levels varying from State to State) were reported for child care workers, radiographers trained in ultrasound, orthotic/prosthetic technicians, radiation therapists and physiotherapists.

But the big area where employers currently have difficulty finding staff is the hospitality industry, and in particular finding high-quality and middle-level chefs and cooks, pastrycooks, Asian cuisine specialists and Japanese-speaking tour guides.

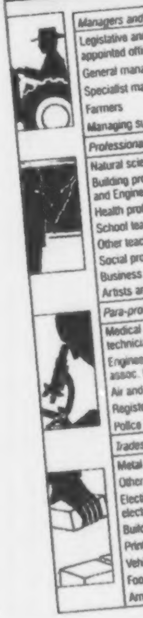
The report adds that "employment in recreation and personal services is expected to increase faster than employment in other industries over the next few years because of the importance of tourism and the awarding of the Olympic Games to Sydney". However, the Hotel and Hospitality Industry Association's executive director, Mr Ian Horne, said while these booming hospitality trends had been cited for the past 10 years, they had to be "kept in perspective" in SA, because "we don't have the major events like Sydney".

"More and more leisure dollars are now spent on hospitality, but whether we in SA in hospitality get to the levels predicted depends largely on local factors," Mr Horne said. Meanwhile, the report also identified what today's students are clamoring to learn.

It was revealed that between 1992 and 1993, psychology, law and engineering had higher than average growth rates in student numbers, while accounting in particular, and education, were having marked declines. And those with the best success rates for getting a full time job after graduating appeared to be those who had studied medicine (99.9 per cent of available graduates working full-time), pharmacy (96.9 per cent), rehabilitation (91.9 per cent), law (91.6 per cent) and dentistry (91 per cent). Currently having far greater difficulty attaining full-time employment were those who had studied visual/performing arts (46 per cent), physics (51.8 per cent), physical science (53.9 per cent), life science (55.4 per cent), humanities (55.9 per cent), social sciences (57.5 per cent) and, ironically, psychology (58 per cent).

JOB PROSPECTS TOWARDS 2001

S = sound prospects
A = average prospects
B = below average prospects



	Next 2 years	2001
Managers and admin	A	A
Legislative and Govt appointed officials	A	A
General managers	A	A
Specialist managers	A	A
Farmers	B	B
Managing supervisor	A	A
Professionals	S	S
Natural scientists	S	A
Building professionals and Engineers	A	A
Health professionals	S	S
School teachers	A	A
Other teachers	A	A
Social professionals	S	S
Business professionals	S	S
Artists and related	A	A
Para-professionals	A	A
Medical and science technicians	S	A
Engineering and building assoc. technicians	A	B
Air and area transport	B	B
Registered nurses	A	S
Police	A	A
Trades	A	A
Metal fitting trades	A	A
Other metal trades	A	A
Electical and electronics trades	A	A
Building trades	B	A
Printing trades	B	A
Vehicle trades	B	A
Food trades	A	S
Amenity horticulture trades	B	B

	Next 2 years	2001
Clerks	A	A
Stenographers and typists	A	A
Data processing clerks	A	A
Numerical clerks	A	A
Filing clerks	A	A
Materials record clerks	A	A
Receptionist, telephonists and messengers	A	A
Salespersons and personal services workers	A	A
Investment, insurance and real estate salespersons	S	A
Sales representatives	A	A
Sales assistants	A	A
Tellers, cashiers and ticket salespersons	A	A
Personal service workers	S	S
Plant and machine operators and drivers	B	B
Road and rail transport drivers	B	B
Mobile plant operators	B	B
Stationary plant operators	B	B
Machine operators	B	B
Laborers and related workers	B	B
Trades assistants	B	B
Agricultural laborers	B	B
Cleaners	B	B
Construction and mining laborers	B	A

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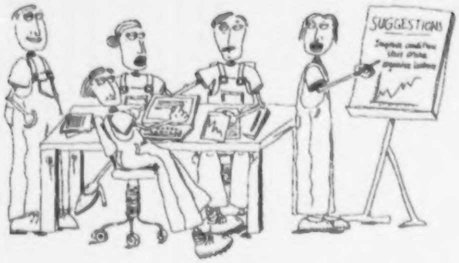
Teaching Resource

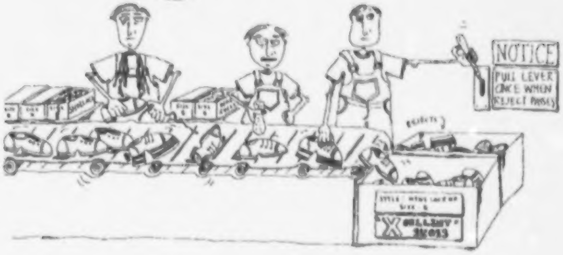
Attachment to WORK LESSON 4

Now


SUGGESTIONS

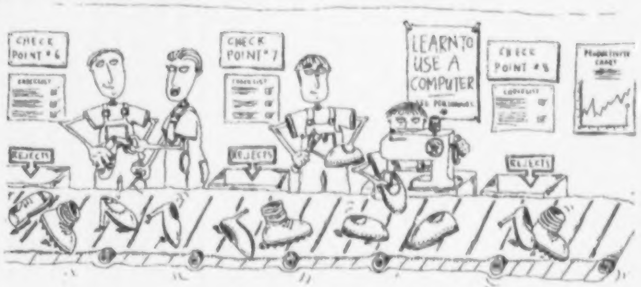
Authority delegated to workers

Then


NOTICE
PULL LEVER ONCE WHEN REJECT PASSES
REJECTS

1. Long production runs
2. End of line quality control
3. Fragmentation of tasks
4. Minimal training for production workers

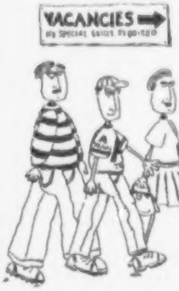
Now


CHECK POINT #6
CHECK POINT #7
LEARN TO USE A COMPUTER
CHECK POINT #8
PRODUCTIVITY CHART
REJECTS
REJECTS
REJECTS

1. Customised production
2. On-line quality control
3. Work-teams, multi-skilled workers
4. Training for everyone.

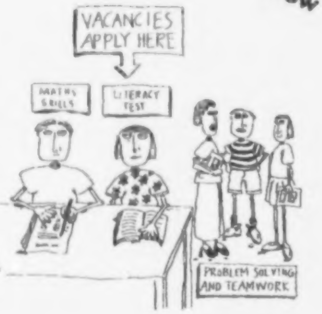
Screening for basic abilities

Then


VACANCIES
NO SPECIAL SKILLS REQUIRED

Minimal qualifications accepted

Now


VACANCIES APPLY HERE
MATHS SKILLS
LITERACY TEST
PROBLEM SOLVING AND TEAMWORK

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Cartoons by Jane Cameron

Work - The Present

LESSON

5

The aim of this lesson is to analyse and understand changing work practices and the reasons for these changes.

STUDENT ACTIVITIES

A **Analyse the cartoons reproduced at the end of this lesson. What are some of the changes illustrated?**

B **What are the factors contributing to these changes?**

- **the law and conditions of work;**
- **technology;**
- **changing work practices.**

Write a paragraph under each of these headings.

C **Using statistical information and articles, which areas of employment are growing and which are declining? Explain and discuss why.**

D **Discuss what you believe are the basic rights of all workers. Make a list of these and report to the class.**

TEACHER NOTES

Present an overview of the changes which have occurred. Some interesting issues include:

- technology;
- industrial changes;
- compulsory superannuation;
- multi-skilling;
- enterprise bargaining;
- the changing role of unions;
- democratisation of the workplace;
- legislative change, for example, sexual and anti-racist discrimination and harassment legislation;
- occupational health and safety legislation;
- WorkCover legislation;
- employer's duty of care;
- flatter structures;
- promotion by merit, not seniority;
- self-managed work teams.

See text on *Working with data* in the Introduction, under Teaching considerations, part (a).

Work - *The Present*

LESSON 5 continued

Suggested assessment criteria

The student:

- uses supporting evidence to argue from a personal viewpoint;
- interprets data;
- identifies trends from statistical information;
- presents information to explore a key idea;
- translates information from one to another.

KC: Using mathematical ideas...

The student makes meaning of and interprets statistical information and relates it to the current topic.

Key Competencies: Teams

The student participates in conversation and discussion.

Resources

WorkCover Corporation has available videos, a library and magazines. Tel (08) 8233 2222.

School Education World of Work - United Trades and Labour Council of SA, 11-16 South Terrace, ADELAIDE, Tel (08) 8212 3155.

Issue for the Nineties - Changes at Work Vol. 20 (Spinney Press, Australia, PMB 7, Wentworth Falls, NSW 2782).

Australian Bureau of Statistics SA. Please refer to the telephone directory.

Work for All - full employment in the nineties. John Langmore, MP and John Quiggin, Melbourne Uni Press 1994.

DEET Job Futures #3 March 1995, Economic and Policy Analysis Division DEET Canberra.

The Visits Register Curriculum Division DECS 1995.

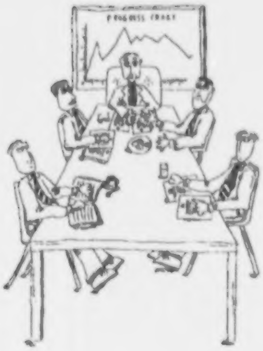
Australia workforce in the year 2001.
'Job prospects towards 2001'
Sunday Mail, May 28, 1995. Please see lesson 4.

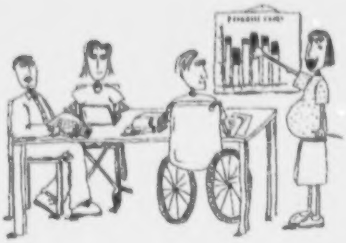
Teaching Resource

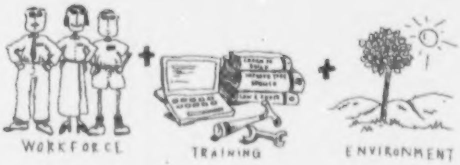
Attachment to WORK LESSON 5

Advancement by Seniority

Advancement by Certified skills

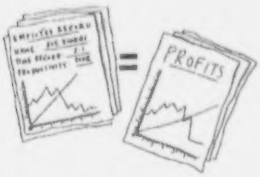

PROGRESS CHART

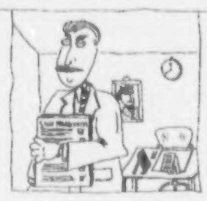

PROGRESS CHART


WORKFORCE
+
TRAINING
+
ENVIRONMENT

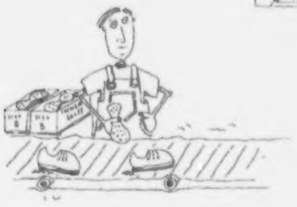
Workforce as an investment

Workers as a cost





Authority vested in supervisor



Cartoons by Jane Cameron

Work - *The Present*

LESSON

6

The aim of this lesson is to examine who is doing what and why; the types of work people do today; the nature of the work; and the groups of people involved in different types of work.

STUDENT ACTIVITIES

A **Collect a range of references to work, employment and unemployment in modern visual and written texts, newspapers, novels and magazines.**

B **Examine what these images tell us about unemployment, underemployment, hidden employment and work (paid and unpaid) work, for example:**

- **who works or is not working;**
- **how people work, work conditions, how work impacts on family or the individual's personal life;**
- **what work different people do;**
- **where people work;**
- **when people are working, their age, the hours they work;**
- **why people work.**

C **Contribute to the class display of work images that have resulted from your group work.**

D **Develop your own statistics about work and employment from the displayed images. Compile the statistics from the individual surveys to produce a class survey, then:**

- **tabulate results;**
- **present information, for example, draw graphs;**
- **interpret information;**
- **draw conclusions;**
- **compare class results.**

TEACHER NOTES

A

Clarify terms:

- employment;
- unemployment;
- underemployment;
- hidden employment; and
- work (paid and unpaid).

(Refer to the definitions attached to this lesson.)

B

Encourage students to:

- Collect visual and aural images relating to work. They could record examples from TV, advertisements, lyrics, video clips, magazines.
- Interview a range of people about what they understand by the terms used. Students may interview union officials or members about the role that unions provide in supporting fair and safe working conditions.
- Work in small groups to analyse together their collection of images and information. The group would record who, what, where, when, why and how.

Work - *The Present*

LESSON 6 continued

STUDENT ACTIVITIES

E **Compare these statistics to the ideal world. What does not match the ideal world? Who is missing out? Which groups of people are in the images and which are not? Why are they missing out? What are the implications for these people in relation to decision making, resources, relationships, information? Which groups appear to have dangerous jobs?**

Suggested assessment criteria

The student:

- describes what 'work terms' mean in his/her own words and gives examples for each of the terms;
- uses the 4 Power Model to examine the work people do;
- selects, compares and categorises relevant information about work;
- identifies the types of data and sources required and how they will be used to gain information.
- can use:
  - tables, graphs, diagrams and charts to obtain or show quantitative information; and
  - data to construct logical explanations.

TEACHER NOTES

Resources

Issues from the Nineties Changes at Work Vol 20 (Spinney Press, Australia, PMB 7, Wentworth Falls, NSW 2782). In particular the following articles:

- The plight of the jobless migrant p. 7.
- Unemployment highest among Aborigines p. 11.
- Mixed report on women's work, school experiences p. 23.

Magazines, newspapers, art materials.
Contact Newsletter , AEU (Australian Education Union), Greenhill Rd, Parkside
Women at Work – General enquiries (06) 276 8840, or, Editor, Women at Work, GPO Box 9880, Canberra, ACT.

Teaching Resource

Attachment to WORK LESSON 6

Not all work consists of full-time paid employment. There are many examples of different kinds of work. Some of these include:

- community work;
- family responsibilities;
- part-time work;
- casual work;
- working for commission;
- self-employment;
- wage/salary earner;
- full and part-time study;
- voluntary work;
- working at home;
- working on contract.

Employment definitions

Employment	Paid work, regardless of the number of hours worked. People may be fully employed and have enough hours of work, or under-employed and would like more work.
The unemployed	People over the age of 15 and actively looking for work, that is: ● not employed; ● available for work; ● taking active steps to find work.
Underemployment	Refers to a situation where people are employed part-time or on a casual basis but would prefer to work more.
Hidden employment	Occurs when a person is receiving income from benefits and working in paid employment at the same time.
Hidden unemployment	Occurs when a person is not actively seeking work, for example, when they have responsibilities at home caring for an elderly or sick relative, or caring for children or the family home. These people are often fully engaged in unpaid and volunteer work.

Work - The Present

LESSON

7

The aim of this lesson is to explore and examine the issues for young people and work, education, and training issues today.

STUDENT ACTIVITIES

A

Students work in small groups to explore and examine one of the following questions:

- **What are the myths and realities of young people and work?**
- **What is the local situation? What types of paid and unpaid work are young people involved in?**
- **What is the situation for children and young people in other parts of the world?**
- **What is the situation for young people in another suburb, a country town or another country? Compare the situations.**
- **What are the opportunities for young people to be involved in further education and training?**

The group presents its conclusions in a range of ways, for example, a staged debate, a letter to the editor of a newspaper, a display of their communication with students from another repion, or a formal group presentation.

Suggested assessment criteria

The student:

- describes factors affecting opportunities for paid employment;
- analyses factors that influence youth employment;
- uses suitable strategies to achieve a group purpose;
- uses forms of the learning area to present findings of the investigations to a particular audience.

KC: Using technology...

The student uses appropriate technology to acquire, organise and communicate information.

Key Competencies: Teams...

The student works cooperatively and collaboratively with others.

TEACHER NOTES

A

Teachers may need to revise what makes a functional team effective by

- identifying team member's skills;
- making sure everyone clearly understands what the task is;
- establishing ground rules;
- setting tasks and timelines and revisit them regularly.

Students may wish to contact students in other schools using a range of information technology: the Internet, fax, e-mail, video link or telephone.

Resources

Excursion/visit to youth access centre.

Videos/film.

New Internationalist magazine.

Australian Bureau of Statistics information.

Workplace change: *a glossary of terms*

Award	A legal document which sets down the terms and conditions of employment for workers in an occupation or industry.
Award restructuring	Changes to an award or the creation of a new award.
Career path	The arrangement of job classification and work redesign so that as workers undertake training and learn more skills they can advance to higher classifications and earn more money.
Classification	Description of the skills required and tasks to be performed for a given job and the wage rate to be paid for that work.
Key competencies	A collection of defined knowledge, skills and attitudes essential for the effective performance of a job. A worker is competent at a particular level if they can demonstrate they can repeatedly perform at the standards agreed to by industry.
Discrimination	This definition is an excerpt from a pamphlet entitled 'Equal Opportunities and You' from the Equal Opportunities Commission. Discrimination takes many forms, some open (or direct), some hidden (and indirect). Direct discrimination occurs when someone is treated less favourably because of their sex, race, physical or intellectual impairment, sexuality, age, marital status or pregnancy.
Enterprise agreement	An agreement struck by workers, a company and a union that takes account of local conditions. It is in addition to the current award which covers those employees.
Just-in-time	A system of work organisation designed to control the flow of materials and production in a factory, and reduce stock holdings.
Minimum rates award	An award which sets the lowest rate of pay which a worker covered by that award may be paid.
Over-award payments	Payments received by workers that exceed the minimum (lowest) rate of pay.
Quality circle(s)	These involve employees from the same work group meeting in paid time, on a regular basis, to identify and analyse problems in their immediate workplace. The group then makes recommendations to management.
Quality management	A system for looking at ways to continually improve the immediate workplace. It involves gathering information about what is currently happening, planning improvements, putting the improvements into action and checking the results for new ways to make improvements.
Skill	Knowledge and ability required to perform a task.
Skill level	A new job classification introduced under award restructuring. Currently jobs are classified by occupation, for example, Machine Operator. In the future, jobs will be classified on the basis of skills.
Workplace consultative committee	A committee set up at the enterprise/workplace, consisting of worker and union representatives and management, to determine and develop plans to effect major workplace reform.

SOURCE: These terms come from documents provided by the United Trades and Labour Council, but are not quoted verbatim. A second document, *Guidelines for work experience*, DECS, 1996, is a useful reference.

Work - *The Present*

LESSON

8

The aim of this lesson is to compare the role of work in our lives today with timelines of the past in order to predict what we have learnt about what work might be like in the future if Australia is to be more socially just.

STUDENT ACTIVITIES

A **Develop a work timeline (see Resources) that demonstrates the role of work in our lives today and compare it with life cycles from the past.**

B **Predict what the life cycles will be like in the future and develop likely scenarios. Include factors influencing this cycle.**

C **Read, listen to and discuss** *Four Possible Futures (please refer to lesson 7).*

- **Predict if and how the quality of life will improve. What are the factors that might contribute to this quality of life?**
- **How will this future compare with the ideal socially just Australia?**

D **Write an essay, on a topic negotiated with your teacher, which relates to work in the future. (Make sure you cover paid and unpaid work.)**

Suggested assessment criteria

The student:

- describes and explains changing aspects of the role of work in our lives today;
- compares the role of paid work in our lives today with the past;
- analyses trends to predict likely future workplace changes;
- uses the forms of the learning area to present the findings of an investigation.

TEACHER NOTES

Model the structure of a formal essay including the use of references and a bibliography.

Resources

Three Futures (Attached to this lesson)

Work timeline from the past.

THREE FUTURES

Stories 1, 2 and 3

Story 1

In this future, technology has taken over all the boring and dangerous jobs and people find work more rewarding. Everyone has lots more time for leisure

Everyone has the necessary resources to indulge in constructive, satisfying leisure. Employment is no longer the main area of life from which people get a sense of purpose or achieve status in the community. In this story the quantity of work is low but the quality is high and the resources produced from this work are distributed equitably across the community, so that all members of the community benefit from the rewards and everyone has achieved a high quality of life.

In order to achieve this future, education levels in the whole community are extremely high and enable everyone in the community to participate equally in the paid and unpaid work that still needs to be done. The talents and skills of all men and women in the society are maximised to achieve this future.

Story 2

This future has a small group of very busy, very skilled individuals doing most of the professional work. This group is associated with drug and alcohol abuse which is also a major health factor and is wasting the society millions each year.

A second group of workers do all the dirty work not yet done by robots.

A third group is permanently unemployed and because its members lack the necessary education skills, they are likely to remain unemployed for the rest of their lives.

Depending on which group you belong to, your future will look very different.

While the first group has access to resources, they do not have the leisure to enjoy them. Early death is a feature of this group as is family breakdown and health problems.

For those in the second group, work satisfaction is low, and opportunities to advance to the first group are slim. Anxiety about becoming unemployed is also high. The positives for this group, however, are some money and time to spend it. Time for satisfying leisure and unpaid work can be enjoyed by many in this group.

For the third group, crime, disruption, drug abuse and anti-social behaviour have become a way of life for many and part of its cultural identity.

Story 3

In this future work is seen as something worth investing in. A number of policies have been developed that expand employment opportunities, rather than assume that technology will take over jobs and cause further unemployment. In this world people believe that work is important for a sense of self esteem and well-being as well as personal economic security.

In this world people are educated to develop broad skills that allow them to do a number of jobs simultaneously and to do a variety of jobs throughout their life. Work and employment have been redefined. Unemployment is no longer seen as something negative but rather as a normal part of the culture and as a valid work option as people move in and out of work in the community.

Compassion is a key characteristic of this world and therefore no one is blamed for being unable to get a job.

Work has been redefined to include what was previously called unpaid work, for example, housework, child care, gardening and care of the sick and elderly.

In this future, work is flexible. People move between work situations as their preference or circumstances allow. All work is valued through a social wage and everyone in and out of work receives a high level of education and superannuation for life.

A WORK TIMELINE - **AUSTRALIA 1900**

Birth:

many children and mothers died in childbirth.

Five years old:

most children began to work as soon as they were able.

Seven years old:

only a few very rich boys attended school. Rich girls were taught to read, write, speak foreign languages, sing, dance and sew. This was done at home, by a governess, who often stayed with the family until the pupil married.

15 years old:

boys most often took up the same jobs as their fathers, for example, blacksmith, baker, etc, and trained on the job. At 15, it was not uncommon for girls to be married. This meant long hours of work in the home, cooking, cleaning and caring for the family.

20 years old:

workers were most often promoted as a result of working in a place for a long time, so people tended to stay with one employer. Conditions were hard, with long hours and a six-day week. There was no sick pay or support if you were injured. There was no dole or government support for the unemployed, so no work meant no food or shelter.

60 years old:

when people were no longer able to work, they retired on their savings and or relied on relations to help them live.

0 5 10 15 20 25 30 35 40 45 50 55 60 65

Although the Compulsory Education Act came into operation in 1875 for all children, 7 years – 13 years (for about half the year), and families were fined if their children didn't attend, many poor families relied on their children being unpaid workers, for example in seasonal work on farms, in mines.

STUDENT ACTIVITIES

Design a work timeline that illustrates the possibilities for workers in Australia today. Be sure to include: education, training, health, entitlements, possible career choices /changes, lifestyle options, retirement, post-retirement options.

You may wish to consider how and/or if this timeline might be different for men and women and use a PMI to prepare for a class discussion on this topic.

Invite a representative from a union to talk to the class about changes to work practices and the effects on quality of life for workers.

Reading: P. Miller, *Long Division: State Schooling in South Australian Society*, 1986 Wakefield Press, Adelaide.

Chapter 3

Health

BEST COPY AVAILABLE

Health - *Introduction*

LESSON 1

The aim of this lesson is to develop an understanding of the factors that contribute to a balanced, healthy life.

STUDENT ACTIVITIES

A **Discuss and make a list of the factors necessary for a healthy life. Keep a record of issues raised in your group and report these back to the class.**

Additional topics for class discussion include:

- **what does it mean to be healthy?**
- **how does 'healthy' look, feel and sound?**
- **can you be ill and still be healthy?**
- **what might 'healthy' mean for the community and world?**

B **Discuss the common use of terms like 'sick to death, love sick, home sick, sick and tired', '.......... made me feel sick', What might these terms tell us about the relationship between the causes and symptoms of sickness? Revisit the list of factors for a healthy life and add any new ones that you identified as a result of this discussion.**

C **Using the information from your discussions draw, paint or make a poster that illustrates your understanding of the various dimensions that contribute to a balanced healthy life.**

D **Contribute to a class discussion and definition of 'healthy'.**
Develop a definition of what you understand by 'unhealthy'. Display the definition prominently in the classroom.

E **Develop a word bank/glossary of new words or terms in your book. Keep this updated with new words throughout the chapter.**

TEACHER NOTES

The health of individuals and groups has a profound effect on their ability to get and excel in rewarding paid and/or unpaid work, live where they choose, develop and maintain relationships, be involved in decision making and generally have power and control over their lives. Ideas and myths about health are profoundly complex. Some of these ideas are based on misinformation and prejudice. As a result they can be hurtful and in extreme cases they are discriminatory. One such myth is that health equates to wholeness and conversely, not being whole, for example, having a disability is equated with ill health and disease. It is important that you challenge these myths if/when they are raised.

Introduce this unit with a discussion about what it means to be healthy. Discuss how ideas of health have changed over time. At one time being sick was thought to be the result of some evil. Back in the mid-19th century people began to recognise that people's health was related to their physical living conditions. In the mid-19th and early 20th centuries the major improvements in health have come through the provision of basic sanitation and hygiene. By the mid-1940s a broader view of health was adopted by the World Health Organisation. Its definition of health is "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. "

Please note : the Australian Bureau of Statistics information is now accessible on the Internet: http://www.abs.gov.au

A Facilitate group work and class discussions

A 'Y' chart has been provided in the appendix as a thinking tool, to help students identify how health looks, feels and sounds. Enlarge the chart to A3 for group work.

B Discuss the common usage of terms like 'sick to death, sick and tired', '.......... made me feel sick', as a way of relating the idea of sickness to external factors that affect our feelings of health and wellness, for example: a tragedy, loss, war, famine, the plight of others, personal sadness.

Health - *Introduction*

LESSON 1 continued

Assessment criteria may include

The student:

- describes what it means to be healthy;
- identifies the dimensions of health and appreciates the importance of achieving a balance between them.

Resources

A4 'Y' chart proforma (please refer to appendix).

Health - *The past*

LESSON

2

The aim of this lesson is to examine the health conditions and practices of men, women and children from different cultures in the past.

STUDENT ACTIVITIES

A

Read and view a variety of texts illustrating life in the past from a variety of countries and cultures.

TEACHER NOTES

A

Provide students with a range of resources to view and read about life in the past that show examples of health conditions and practices.

Most school libraries contain resources including fiction and non-fiction suitable for this activity.

Students should be encouraged to research diverse cultures and times. Use the health timeline provided in this chapter as a stimulus for discussion.

Suggested topics for students to research include:

- a history of (public) hospitals;
- the ancient history of medicine;
- a history of childbirth and post-natal care;
- health issues for a particular group, for example:
    - women and girls;
    - poor women, men and children;
    - people with disabilities;
    - people with a mental illness;
    - in a particular time and place, for example, Ancient Rome or China.

It is important that discussion does not generate comments such as: "They must have been stupid to..." It should highlight what was known and understood at a particular time by a particular group as well as the effects of the local environment, available resources, social structures and beliefs and values on the health of individuals and populations.

Some students may be able to record/retell stories about diet/food, treatment for the sick, and beliefs about illness from their own experiences or those of friends and relations who have lived in different cultures/countries.

Highlight the issues for different groups, for example, girls and boys, old men and women, rich and poor. The implications of health and gender are profound and should be investigated.

Health - *The Past*

LESSON 2 continued

STUDENT ACTIVITIES

B **Choose a particular culture/country at a particular time in history, and research the health practices. Negotiate the details of your research with your teacher.**

C **Discuss how ideas of good health or of being healthy have been similar or different for individuals and populations in different eras. Use the following headings to make a 'health map' for a particular population. (If you wish it may be a different population from the one you have researched.) Look at the following factors:**

- **physical;**
- **emotional;**
- **spiritual;**
- **social/community.**

D **Using the example of a timeline of medicine included in the resources, students may either research and illustrate their own timeline or add to the information provided.**

Assessment criteria may include

The student:

- identifies what is common and different about the health practices of different individuals/populations in different eras;
- explains how the places people live can influence health;
- prepares information and communicates ideas to other students/the teacher/the class/others.

TEACHER NOTES

C

Provide copies of the health map to students (see appendix).

The 'health map' concept is repeated through this chapter to help identify common and different dimensions of health for different individuals and populations.

Resources

A timeline of medicine provided.

Tape Services, telephone (08) 8377 0339 or facsimile (08) 8358 2681 provide an extensive library service and will provide a print-out of available resources for a particular topic. However, almost any historical film will provide insights into health conditions.

For older students, the Migration Museum in Adelaide might prove useful; however, please telephone ahead because at the time of writing the museum's future was unclear. It had a display of medical instruments used on women in the Destitute Asylum. It may be a valuable excursion.

Suggested fiction:

Street Child Berlie Doherty, Lion 1994.
After the death of his father and mother Jim and his sisters are separated and Jim is on the run. Set in London in the 1860s.

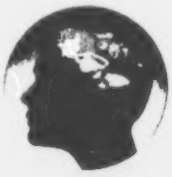
Lyddie Katherine Patterson, Puffin Books 1992. Set in the mid 1880s in Massachusetts USA, *Lyddie* is the story of a family in poverty and the efforts of Lyddie and her brother Oliver to keep the family and their farm together. Lyddie goes to work in a factory and speaks up for working conditions.

Both books deal with issues of family, health, work and education for students in the middle years.

The proforma for the development of a health map is provided in the appendix.

A TIMELINE OF **MEDICINE**

c. 40000 BC	Australian Aboriginal people use plants for medicinal purposes. Tea Tree oil is one example still used today.
c. 8000 BC	Prehistoric people practised trephining - the first-known surgical treatment.
c. 2500 BC	Egyptian physicians developed the first systematic methods of treating diseases.
c. mid–2500 BC	Shen Yen Huang Ti described blood circulation in the book Nei Ching (The theory of the body's interior).
400s BC	Hippocrates showed that diseases have only natural, not supernatural, causes.
AD 100s	Galen formulated the first medical theories based on scientific experimentation.
1100s	The first university medical schools developed in Europe.
1543	Vesalius published the first scientific study of human anatomy.
Mid-1500s	Pare, the 'father of modern surgery,' introduced advanced surgical techniques.
1628	Harvey started modern physiology with his book on blood circulation.
1670s	Leeuwenhoek discovered bacteria, which helped lead to the germ theory of disease.
1696	Edward Jenner gave the first officially-recognised vaccination, against smallpox.
mid 1700s	The system used today for naming and classifying organisms was developed by Swedish botanist Carl von Linne.
late 1700s	Chilean botanist Juan Ignacio Molina wrote a study of the flora and fauna of his native land.
1842–1846	The use of chloroform and ether produced the first anaesthetics.
Mid-1800s	Florence Nightingale founded the modern nursing profession.
1850s	Virchow pioneered the scientific study of disease.
Mid to late 1800s	Pasteur and Koch proved that certain bacteria cause certain diseases.
1865	Joseph Lister, an Englishman, introduced antiseptic methods to surgery.
1895	German Wilhelm Roentgen discovered X rays, used in diagnosing diseases and treating cancer.
1898	Marie Curie and her husband Pierre discovered radium used in treating cancer.
c. 1900	Sigmund Freud developed the psychoanalytical method of treating mental illness.
Early 1900s	Eijkman and Hopkins demonstrated the existence of vitamins.
1928	Fleming discovered penicillin, the first antibiotic drug.
Late 1940s	Barbara McClintock, US biologist, discovered 'jumping genes' in the chromosomes of corn. The significance of her work was not realised until the 1970's when such genes were discovered in bacteria.
Early 1950s	Jonas Salk, an American, developed the first successful polio vaccine The development of new techniques and devices revolutionised heart surgery.
1967	South African surgeon Christiaan Barnard performed first heart transplant.
1972	The world's first CT-scanning equipment entered clinical use in the UK.
1982	Briton Michael Epstein identified the first virus implicated in human cancer.



Health - *The past*

LESSON 3

The aims of this lesson is to investigate the health conditions of early non-Aboriginal settlers on board the ships bound for Australia.

STUDENT ACTIVITIES

A **Read the author's text provided about the health conditions on board ships bound for Australia.**

B **Participate in an excursion to the Maritime Museum to view and discuss the health conditions on the ships bringing early settlers to Australia.**

C **At the Maritime Museum, listen to the audio tape of the diary entries.**

D **Draw, paint or write a detailed description of your journey on board ship. Include information about yourself, how you came to be on board, your age, sex etc. Provide information about your journey including the length, conditions on board, places visited and your hopes for the future.**

E **Write a letter to a friend 'back home' detailing your life on board ship.**

F **Using the conversion tables provided, work out the quantities of the rations available on board ship.**

TEACHING SUGGESTIONS

A

Facilitate class discussion about the health of passengers, convicts and crew. Highlight how conditions on board may have been different depending on your gender, age and status.

B

Remind students that while we usually think early (non-Aboriginal) settlers were from the United Kingdom, settlers did in fact come from America, Europe and Asia.

C

An excursion is an excellent opportunity for students to develop and demonstrate their understanding of issues related to safety (H&PE) and responsibilities (SOSE).

Maritime Museum
126 Lipson Street
Port Adelaide. Tel: (08) 8240 0200.

D

Demonstrate to all students how to write a formal letter. Arrange a visit to your State library to see original letters from the past or ask students and staff to share old letters.

E

A demonstration of the use of pen and ink and old scripts would be fun. Ask your art department teacher or contact a local calligraphy group.

Health - *The Past*

LESSON 3 continued

Assessment criteria may include

The student:

- describes the conditions on board ship and how these varied depending on rank, age, sex and circumstances;
- demonstrates empathy for those on board by describing feelings, emotions and reactions to his or her circumstances;
- demonstrates the ability to work collaboratively;
- identifies reasons for class/school rules for excursions.

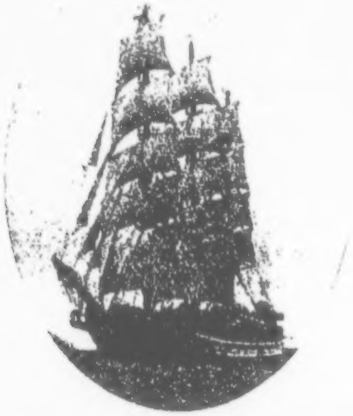
Resources

Art materials: pen, nibs, ink for letters; and paint, textas and pencils for illustrations of the journey.

The Maritime Museum has an Education Officer available to conduct tours and provide information for groups of students. The museum also has available on request an excellent booklet entitled *Southward Bound*. Excerpts from the booklet are included in the student notes.

Conditions on board the ships

Bound for Australia



Space

Imagine the scene below decks – great beams, ringbolts and the general bulk of the ship; emigrant berths, chests, bundles of possessions, barrels and heaps of baggage all in the few square metres of space which was to be home for months.

British Parliament passed several Acts limiting the number of people who could be carried on each ship, setting out how much space each emigrant should be allowed and stating the amount of provisions each ship should carry. These acts stipulated how much space each migrant should have below deck, but there was no mention of deck space for exercise and relaxation.

Deck space for steerage passengers was often limited by masses of rigging, extra lifeboats being loaded with cargo or, in some cases, fitted for fowls or ducks, livestock for fresh meat/milk during the journey, livestock and fodder.

Air and light

Except for the time spent on deck, convicts and immigrants lived, ate and slept in their quarters below the deck.

Access to air and light was a constant problem on board ship. Though access hatches could be opened in calm seas, there was little hope of driving fresh air into the hold. When bad weather kept the hatches closed, ventilation was almost cut off and the only light came from an oil lamp. On many ships, heavy glass lights or bullseyes were let into the hull to shed some light below, but these were often covered by cargo for most of the journey.

The main illumination therefore was the oil lamp, which fluttered and flickered to produce a faint glimmer and a strong, unpleasant smell. The risk of fire prevented the use of candles. There were times when no doubt the dimness of the light helped disguise the daily embarrassment of dressing and toileting in such cramped quarters.

Hygiene

Toilets

Personal washing and toilet facilities were rough by today's standards. Most ships installed some sort of water closet (toilet) in the steerage accommodation. The standard toilet provided a chute to the sea and a protective flap for users.

The toilets were either:

... flushed directly into the sea by salt water from a tank kept filled by a manually operated pump worked by a roster from among the migrants; or

... flushed by a bucket of sea water.

These toilets were generally reserved for the women and children. The men used the side of the ship, as did the crew.

Bathing

For ordinary people soap was considered a luxury ashore, and if taken aboard ship would have been quickly attacked by rats. Most people managed with a salt-water sponging for the duration of the voyage. For many this resulted, initially, in an outburst of irritating boils (not helped by the change in diet).

In the tropics some Surgeon Superintendents managed to have the crew rig a makeshift shower for the women.

For the men and children, on warmer days, it was just a case of turning the fire hoses on them, the pumps being manned by a roster from amongst the male migrants.

Washing and changing clothes

Fresh water on ship had to be conserved for drinking. The only opportunities passengers had to wash clothes were after heavy rains when water was collected in canvas awnings.

Health

Almost all migrant ships had a doctor on board. The term 'surgeon' was a general term used for anyone with medical experience or training - not a surgeon in the modern sense.

Some surgeons were so efficient and well thought of that they received high praise from the passengers on arrival in Adelaide. Other surgeons were thought to be incompetent, in some cases having taken the post to obtain a free passage and perhaps to escape problems in England .

The surgeon could do little for much of the illness on board. Medical knowledge/remedies concerning most diseases aboard these ships did not exist. The cause of most epidemic diseases was just not known. Dysentery was perhaps the most common cause of death and was often uncontrollable. Other common causes were typhus and measles. Even if the surgeon knew the cause of an epidemic, it was beyond his powers to order a change in diet or obtain additional drugs to combat the outbreak.

Lice were almost impossible to avoid on board ship and caused considerable discomfort.

Migrant ships (in most cases) had space set aside to be used as a hospital. This basically meant a place for the sick, not an isolated area for contagious cases.

The hospital space had to be inspected by shore officials before migrants were taken aboard. Occasionally captains cleared out this area and fitted up the space as cabins for fare-paying passengers once the officials left.

Conditions on board the ships **bound for Australia** *(continued)*

Food

Rations

Nothing led to discontent at sea more surely than inadequate rations or rations badly prepared. The ship was required to provide provisions in accordance with the Passenger Act; however, the passengers had to provide everything else for their comfort during the voyage.

In 1840 the following rations were to be supplied for each adult. (The metric equivalents are: one pound equals .453 kilograms; one ounce equals 28 grams; one pint equals .568 litres.) Children between seven and 15 years of age received half and those younger than seven years one third of the quantity:

.... a loaf of between 2-3 pounds of bread per day
.... 1 pound of preserved meat per week (usually 1/2lb twice a week)
.... 1 pound of preserved (salt) pork per week (in 2 equal lots on different days)
.... 1 pound of salt beef per week (as above)
.... 1/2 pound of pickled fish per week
.... 3 pound of flour per week
.... 6 ounces of suet
.... 2/3 pint of pease (eg. lentils) per week
.... 7 ounces of sugar per week
.... 1 ounce of tea per week
.... 1 1/2 ounces of coffee per week
.... a little mustard per day
.... 1 pint oatmeal per day
.... 1/2 pint of preserved cabbage or vinegar per day

A descriptive passage from Charlwood's The long farewell:

Having heard the essentials of steerage accommodation we can visualise every peg with its smocks and coats and headgear hanging from it; every shelf laden with such home foodstuffs as the passengers were able to bring; the wide table strewn with metal mugs and plates and cutlery; each bunk occupied by men, women and children, some sitting, some lying. Then we can imagine the whole in motion, rolling from side to side, timbers creaking loudly as seas rise, children falling and crying and seeking comfort from parents who want only to lie down or to vomit – and where is there to vomit? As seas rise higher, scuttles must be screwed down by the ship's carpenter, plunging the whole steerage into semi-darkness while utensils are dashed into the long passageways.

Conditions on board the ships **bound for Australia** *(continued)*

From: Ronald Parsons

Migrant Ships For South Australia 1836-1860

(page 32)

All passengers who shall not be prevented by sickness or other sufficient cause, to be determined by the surgeon, or in ships with no surgeon, by the master, shall rise not later than 7 a.m., at which hour the fires shall be lighted.

It shall be the duty of the cook, appointed under the 26th section of the said Passenger Act, to light the fires and to take care that they be kept alight during the day, and also to take care that each passenger, or family of passengers, shall have the use of the fireplace, at the proper hours, in an order to be fixed by the master.

When the passengers are dressed their beds shall be rolled up.

The decks, including the space under the bottom of the berths, shall be swept before breakfast, and all dirt thrown overboard.

The breakfast hour shall be from eight to nine a.m. (if all the preceding matters have been attended).

The deck shall further be swept after every meal, and after breakfast is concluded, shall be also dry holystoned or scraped. This duty as well as that of cleaning the ladders, hospitals, and roundhouses (deckhouses), shall be performed by a party taken in rotation from the adult males above 14, in the proportion of five of every 100 migrants, and who shall be considered sweepers for the day. But the single women shall perform this duty in their own compartment, where a separate compartment is allotted to them, and the occupant of each berth shall see that his own berth is well brushed out.

Dinner shall commence at one o'clock and supper at six p.m.

The fires shall be extinguished by 7 p.m. and migrants be in their berths by 10 p.m.

Three safety lamps shall be lit at dusk, and kept burning till 10 p.m., after which hour two may be extinguished, but one must be kept burning at the main hatchway all night.

No naked light shall be allowed at any time or on any account.

The scuttles and sternports, if any, shall, weather permitting, be opened at 7 a.m., and kept open till 10 p.m., and the hatches shall be kept open whenever the weather permits.

The coppers and cooking utensils shall be cleaned every day.

The beds shall be well shaken and aired on deck at least twice a week.

The bottom boards of the berths, if not fixtures, shall be removed and dry-scrubbed and taken on deck at least twice a week.

A space of deck room shall be apportioned for a hospital, not less, for vessels carrying 100 passengers, than 48 superficial feet, with two or four bed-berths erected therein; not less for vessels carrying 200 or more passengers, than 120 superficial feet with six bed-berths.

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Conditions on board the ships bound for Australia *(continued)*

Disease/epidemics

Even on well conducted ships the death rate was sometimes high. It was an unusual voyage that had no deaths to record, especially amongst the child passengers.

Measles was one of the great scourges, but the diet, lack of liquids and cramped, damp accommodation all played a part in causing the high death rate among the younger travellers. (But while the mortality rate was high at sea, it was also high in poverty-stricken Great Britain). When there was a high death roll on one of these voyages the cause was usually cholera, dysentery, scarlet fever, typhoid or some other plague that could not be easily controlled on a ship many miles from land.

One example of how difficult an emigrant voyage could be came from Shackamaxon, a large ship which left Liverpool 4.10.1852 and arrived Adelaide 19.1.1853. There were 696 emigrants on board and 19 births occurred during the voyage. By the time the ship reached Adelaide however, 65 people had died, most of them children who had suffered from scarlet fever. The surgeon had neglected the cleaning of the ship and he and his assistant at one stage had come to blows.

Childbirth

Childbirth was another grave risk on migrant ships of the era - for both mother and child. Despite advice to the contrary many women joined ships knowing that they were likely to give birth while at sea. Many others had no choice but to go to sea at this time. In the period 1836-1860 (and after) the birth of a child on land was a considerable risk to mother and child – on board a ship at sea the chances of safe delivery and survival of either were infinitely less.

Social interaction

For many steerage passengers lack of privacy and enforced familiarity became a nightmare. Relationships between classes, sexes and families became strained and exaggerated, thrown together as the emigrants were and enduring the hazards and restrictions of shipboard life. Passengers had little opportunity to get away from each other, except by going to their own berths. Boisterous, quarrelsome passengers often upset the harmony for the entire voyage.

Other issues

- Loneliness and/or boredom.
- Seasickness.
- Panic – many of these people had never ventured beyond their homes let alone beyond their own country. Few people had any idea of where they were going or what they might expect once they got there. They were also strangers to the sea and no doubt many lived in a constant state of panic.
- Rats and lice.

Source: *Southward Bound*, Robyn Martell, Maritime Museum S.A. This text is a special adaptation of the original, with permission from the author.

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Health - *The past*

LESSON

4

The aim of this lesson is to develop an understanding of the health of Aboriginal people before 1788.

STUDENT ACTIVITIES

A **Watch the first ten minutes of the video *Alinta the Flame*. Watch for examples to include under each of the headings on the health map in the appendix.**

B **In small groups share your examples with your group and add any additional observations.**

C **Participate in small group and class discussion about the video and share what you have learnt about health of Aboriginal people before 1788.**

D **Complete/draw a health map with an Aboriginal perspective. Include emotional, spiritual, physical and community health factors.**

TEACHING SUGGESTIONS

If you have any doubts about the appropriateness of resources, check with the Aboriginal Education Unit. Tel: (08) 8343 6538.

It is important that you view the video *Alinta the Flame*. You need to program the video in two parts. The first part is the section showing a re-enactment of traditional Aboriginal life. The second part begins when two convicts are washed up on the shore. For this lesson, stop the video at the end of the first part.

Some work will be necessary to prepare students for this video. The video shows a re-enactment of traditional Aboriginal life and therefore men, women and children are partially clad. There are also some violent scenes at the end of the video. It is essential that you plan for sufficient time to introduce the video and debrief after the video to allow sufficient time to discuss the content of the video and the response of the students.

The video is an excellent resource and highly recommended by Aboriginal Education SA.

Health - *The Past*

LESSON 4 continued

Assessment criteria may include

The student:

- understands the factors contributing to Aboriginal health by providing examples under each of the headings on the health map;
- writes or talks about what is common and different about the Aboriginal health map and the one developed in lesson 2.

Resources

Videos:

Women of the Sun Series #1 *Alinta the Flame.*

Bush medicine, SAFVC 603224 1987, 44 mins. VHS. Nura Ward explains the value of keeping the knowledge of bush medicine alive for future generations. Pitjantjatjara language with English subtitles.

Health - *The past*

LESSON

5

The aim of this lesson is to examine the effects of white settlement on the health of Aboriginal people.

STUDENT ACTIVITIES

A **View Part 2 of** *Alinta the Flame*. **Part 2 begins with the arrival of two convicts who are washed up on shore (about ten minutes into the video).**

B **Participate in a small group discussion about the consequences of the arrival of 'Hair of fire' and his friend to the Aboriginal group. Include the following questions in your discussion and keep a record of your group responses to report back to the class.**

- **What did 'hair of fire' learn from the Aboriginal group?**
- **What did the group learn about non-Aboriginal people?**
- **Who benefited from the relationship and how?**
- **Who has not benefited as a result of the contact between the two groups and why?**
- **How could the meeting of the two cultures have been peaceful and more mutually beneficial?**

C **Using the health map in the appendix, identify those areas threatened by the arrival of white settlers.**

D **Choose one aspect of the health chart and describe in words and/or pictures how this changed as a result of Aboriginal contact with whites.**

TEACHING SUGGESTIONS

A

Part 2 of the video contains some violence. Ensure there is sufficient time to introduce the video and debrief students after they watch the video.

Encourage students to watch carefully to identify and discuss the changes they observed.

B

Remind students of their group work responsibilities including: sharing resources and responsibilities and behaving respectfully to all members of the group.

Health - *The Past*

LESSON 5 continued

Assessment criteria may include

The student:

- describes the impact of non-Aboriginal beliefs, values and traditions on traditional Aboriginal culture;
- explains the relationship of the natural environment and the health of Aboriginal people;
- offers some solutions for a fairer/win, win outcome.

Resources

Video:

Women of the Sun Series #1 *Alinta the Flame*.

Health - *The past*

LESSON 6

The aim of this lesson is to examine the impact of white settlers on the health of Aboriginal people in SA.

STUDENT ACTIVITIES

A **Study the map of SA showing the Aboriginal groups before white settlers. Select one of the groups identified on the map.**
In a small group (four is ideal), take turns to read through the Aboriginal Health Timeline and make a list of the events affecting the Aboriginal group which you have selected. Remember some events on the timeline will be significant for all groups and therefore should be included on your list.

B **Use the health map proforma to identify how events may have impacted on physical, emotional, spiritual and community health and well-being.**

C **Develop a timeline showing the significant events relating to the health of your selected group. The timeline may be presented in a number of ways - as a poster, painting, performance or piece of written work.**

D **Choose a group from the Aboriginal Groups Map and, using the Aboriginal Health Timeline provided, extract relevant issues for the compilation of their own timeline.**

Assessment criteria may include

The student:

- demonstrates knowledge of the range of events impacting on Aboriginal health in SA up to 1966;
- gives examples of events and their impact on Aboriginal physical, emotional, spiritual and community health;
- explains how the natural environment influences the health of a population.

TEACHING SUGGESTIONS

A

This unit of work can easily be adapted for other States and Territories. Researching the necessary information could be one of the student activities.

Make a transparency of the map South Australian Aboriginal Groups. This shows the location of Aboriginal groups in SA before white settlement.

Review local protocol about groups identified on the map to clarify current issues in relation to boundaries or names of groups. Ask an Aboriginal Education Worker (AEW) or contact the DETE Aboriginal Education Unit for advice.

Resources

Organisations:

- Aboriginal Education Reference Library, Aboriginal Education Unit, Enfield, SA. Tel: (08) 8343 6538.
- Aboriginal Health Council S.A. Tel: (08) 8226 6424.
- Aboriginal Community Recreation and Health Services Centre of S.A. Inc., Tel: (08) 8223 5011

Health - *The Past*

LESSON 5 continued

Resources

Videos:

Bush tucker, healing plants and seafoods: Koorie health today, VHS Koorie Heritage Trust 1989

Tape Services section provide an excellent service including a very good range of Australian films. They will also tape sections of television programs and advertisements for a nominal fee per tape. Telephone (08) 8377 0339 or facsimile (08) 8358 2681. These resources were available in 1995:

I got sugar, 1993. VHS tape.

Sick at heart, SAFVC 905 309, 1991, 50 mins, Four Corners series, shows that while infant mortality has been reduced, Aboriginal people are still dying of heart disease, diabetes, renal failure and dying twenty years younger than other Australians.

Too much of a good thing, SAFVC 718520, 1986, 40 mins. Covers the effects of European-introduced diseases, particularly diabetes on Aboriginal people.

Art materials for timeline and health map: colour pencils, paint brushes, glue, scissors, textas.

Overhead transparency (OHT) 1 of map of Aboriginal groups before white settlement.

Map of SA showing the major groups in SA.

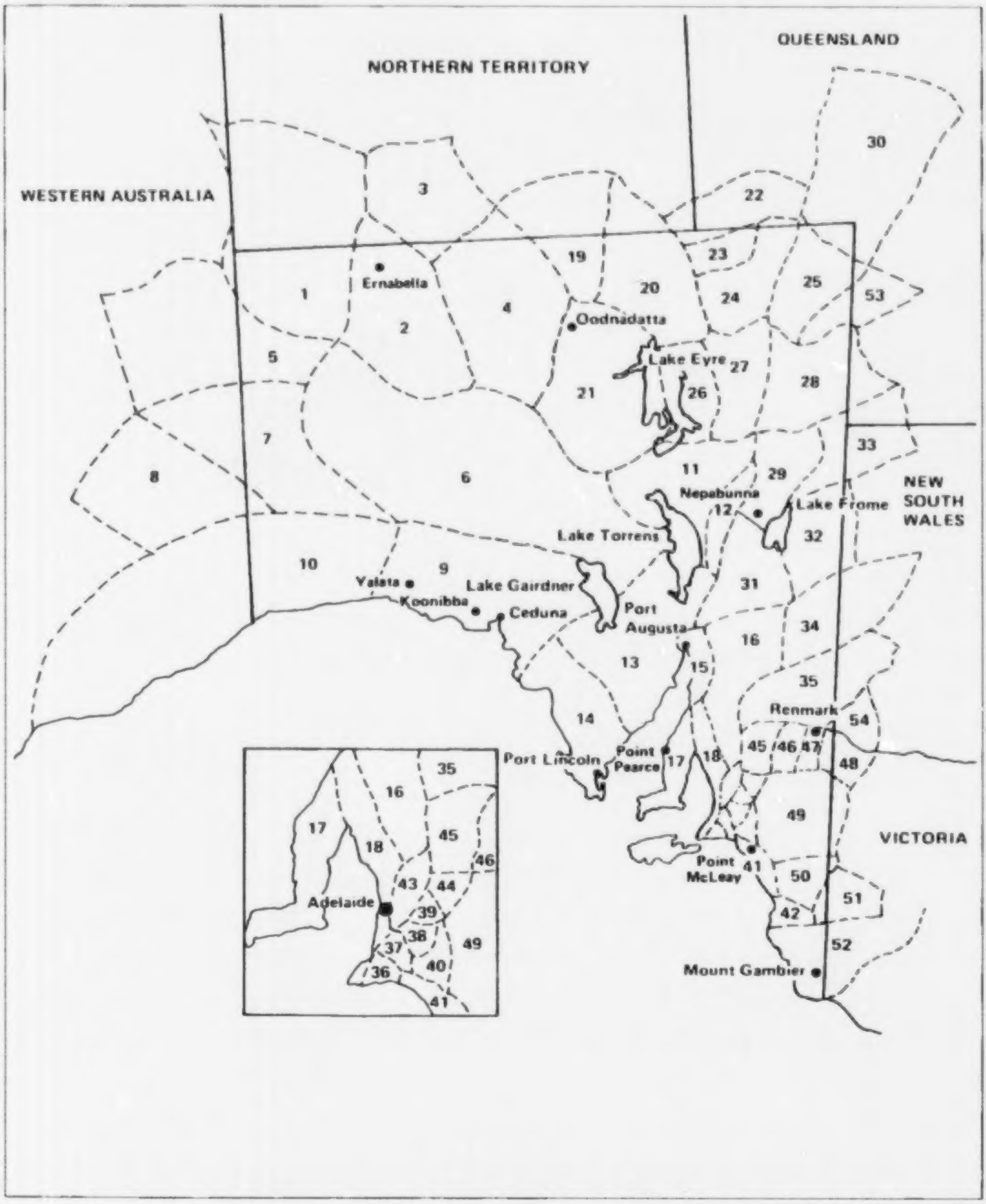
Recommended texts:

- *Survival in Our Own Land - Aboriginal experiences in South Australia since 1836*

  Christobel Mattingley & Ken Hampton

Art materials

SOUTH AUSTRALIAN **ABORIGINAL GROUPS**


QUEENSLAND
NORTHERN TERRITORY
WESTERN AUSTRALIA
NEW SOUTH WALES
VICTORIA
Ernabella
Oodnadatta
Lake Eyre
Nepabunna
Lake Frome
Lake Torrens
Lake Gairdner
Yalata
Koonibba
Ceduna
Port Augusta
Port Lincoln
Point Pearce
Renmark
Point McLeay
Mount Gambier
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from: *The Ngarrindjeri people: Aboriginal people of the River Murray, lakes and Coorong*, published by the Education Department of South Australia, 1990

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ABORIGINAL HEALTH TIMELINE

Legislation and other events affecting Aboriginal people in South Australia

1790s	A smallpox epidemic affects Aboriginal people along the Murray River Valley.
1829	A second smallpox epidemic affects Kaurna and Ngarrindjeri people.
1834	The Foundation Act was passed in the British Parliament. This enabled land to be sold by the South Australian Company.
March 1836	Stevenson was made temporary protector of Aborigines in SA.
1837	Europeans settling in SA brought diseases including whooping cough, colds, flu, measles and sexually-transmitted diseases.
1838	Morphett and others set up Aborigines Committee to debate issues such as land rights. The general view was that all land obviously owned by Aborigines should be retained by them.
1842	Waste Lands Act proclaimed making possible granting of small Aboriginal reserves.
1844	Aboriginal Orphans Ordinance 12 made Protector of Aborigines the legal guardian of all children of mixed descent often perceived as being destitute.
1850	Young Kaurna and Ngarrindjeri people were taken to the mission at Poonindie north of Port Lincoln.
1860s	The number of ration depots for Aborigines in SA grew from 14 to 61.
1860s	Missions were established at Point Pearce and Point McLeay and many Narrunga and Ngarrindjeri people were made to move there.
1893	Fisheries Amendment Act meant that only Aboriginal people could fish in certain places.
1895	The Opium Act meant opium could not be sold, bartered, exchanged, or given to Aboriginal people other than as medicine.
1901	Australian Commonwealth was formed. Few SA Aboriginal people had the right to vote.
1908	The Licensing Act reworded to say liquor could not be supplied to Aboriginal people.
1908–1910	Pensions and maternity allowance not available to Aboriginal people.
1910	NT Aborigines Act aimed at protecting Aborigines from injustice, imposition and fraud meant no marriages between Aborigines and others without permission of Protector of Aborigines; no employment, no firearms except in bush, no camping in townships. Aboriginal people confined to reserves. Others had to have permission to enter.
1911	Aborigines Act of SA proclaimed. Aboriginal people required to be segregated onto reserves away from non-Aboriginal people. They could be kept there indefinitely and arrested for leaving.
1915	Crown Lands Act empowered Governor to lease up to 160 acres of land to an Aboriginal person.
1923	Aborigines (Training for Children) Act meant that Aboriginal children could be removed from their families and sent to institutions until they were adults.

ABORIGINAL HEALTH TIMELINE *(continued)*

1920s	A bounty was offered for dingo scalps. Many Europeans collected scalps in the north west of SA from Anangu lands.
1934	Aborigines Act meant free movement for Aboriginal people only through exemptions and permits. Offence for females to wear male clothing or be with males.
1930s	Nepabunna mission set up in the Flinders Ranges and Ernabella Mission in the north west of SA.
1939	Exemption certificates made certain Aboriginal people 'honorary whites'. They could then not consort with Aboriginal people.
1951	Assimilation Policy stated that all Aborigines were expected to eventually 'attain the same manner of living as other Australians and to live as members of a single Australia'.
1950s	Woomera was established and atomic bomb tests took place in Kookatha and Yankuntjatjara land.
1959	Social security payments made to all Aboriginal people except 'nomadic' people.
1962	Aboriginal Affairs Act Exemption certificates abolished as well as the power to remove people to reserves.
1964	Integration Policy adopted by government - Aboriginal people encouraged to mix in non-Aboriginal society but keep their identity and culture.
1965	Aborigines and Historic Relics Preservation Act of SA provided protection of sites.
1966	Prohibition of Discrimination Act.
1966	Aboriginal Lands Trust Act gave title of various Aboriginal reserves in SA to the trust to be managed by Aboriginal people.
1966	Aboriginal people became entitled to equal pay with other Australians.
1967	National referendum gave equal citizenship and voting rights to all Aboriginal people in Australia. Reserves now self-managed.
1967	Licensing Act means Aborigines now able to purchase liquor.
1968	Aboriginal Affairs Act Amendment means young people can no longer be forcibly removed to institutions.
1972	National Parks and Wildlife Act means Aboriginal people no longer allowed to hunt for domestic needs in parks.
1976	Racial Discrimination Act replaced Prohibition of Discrimination Act of 1966
1981	The Pitjantjatjara people given freehold title to their land in the north west of SA.
1984	The Maralinga Tjarutja lands were returned to traditional owners.
1986	Equal Opportunity Act made discrimination unlawful on the basis of race.
1991	The Royal Commission into Aboriginal deaths in custody announces finding and makes widespread recommendations.

Source : Adapted from *The Ngarrindjeri people: Aboriginal people of the River Murray, Lakes and Coorong,* published by the Education Department of South Australia, 1990.

Health - *The present*

LESSON
7

The aim of this lesson is to analyse the impact of exercise, diet, smoking and alcohol on the health of Australians.

TEACHER NOTES

A number of tables are presented in this lesson. Students should analyse tables 1 and 2; however, tables 3, 4, 5, and 6 may be used as choices for small-group or individual work. When analysing the statistics, remind students that the physical, emotional, spiritual and social/community factors have implications for our health and, similarly, our state of health impacts on these dimensions of health.

The following tables are from Social Indicators Australia 1992, compiled by the Australian Bureau of Statistics. Page numbers are indicated in brackets alongside the table title for reference.

Student activities are described for each table, however, assessment criteria and profile outcomes are identified later in this lesson.

Table 1: Life expectancy at birth: selected countries *(page 70)*

	Life expectancy at birth	
COUNTRY	MALES	FEMALES
Japan (1989)	76.2	82.5
Canada (1988)	73.4	80.3
Australia (1990)	73.9	80.0
United Kingdom (1989)	72.7	78.2
USA (1988)	71.6	78.6
New Zealand (1987)	71.4	77.3

Source: World Health Statistics Annual (1990); ABS annual life tables, as found in Social Indicators Australia, ABS 1992.

STUDENT ACTIVITIES

Ⓐ **TABLE 1: Why might the figures be different for males and females in different countries? Suggest some possible reasons for this.**

Ⓑ **TABLE 1 and/or 2: Discuss and record the possible factors that might contribute to the differences in major causes of death for males and females. Report your findings to the class.**

Health - *The Present*

LESSON 7 continued

TEACHER NOTES

Ask students to choose one of the causes of death. Students should work in small groups to discuss the questions and prepare presentation to the class. Encourage students to use the medical glossary, contained in the appendix.

Table 2: Major causes of death *(page 70)*

	MALES		FEMALES	
Causes of death	**1980**	**1990**	**1980**	**1990**
	- per cent -			
Ischaemic heart disease	30.3	26.9	25.8	25.8
Cancer	22.1	26.8	20.7	23.7
Cerebro-vascular disease	9.4	7.4	16.7	13.2
Obstructive airways disease	5.8	6.2	2.6	3.8
Accidents, poisonings and violence (other than motor vehicle accidents & suicide)	1.0	3.3	1.2	2.1
Motor vehicle accidents	4.2	2.7	1.9	1.3
Suicide	2.0	2.7	0.8	0.8
Mental disorders	0.8	1.5	0.9	1.9
Pneumonia and influenza	1.6	1.3	2.0	1.7
Chronic liver disease and cirrhosis	1.5	1.2	0.7	0.6
Other causes	21.4	20.1	26.8	25.0
	- '000 -			
TOTAL	**60.5**	**64.7**	**48.2**	**55.4**

(a) Ranked on major causes of death for persons in 1990.

Source: Causes of death, from Social Indicators Australia, ABS 1992.

STUDENT QUESTIONS

A **Use De Bono's PMI technique (see Introduction chapter under (e) Teaching thinking tools) to help analyse the figures.**

B **What might be the reasons that explain the differences in the figures for women and men? Make a list of possible reasons for the figures. How might your life be affected by having this disease? Prepare a report and present to the class.**

Health - *The Present*

LESSON 7 continued

HEALTH FACTOR 1: **EXERCISE**

Table 3: People aged 18 and over: exercise level* by age by sex, 1989-90 *(page 80)*

	Age group (years)							
Exercise level	**18-24**	**25-34**	**35-44**	**45-54**	**55-64**	**65-74**	**75 +**	**Total**
					MALES			
				- per cent -				
Did not exercise	24.2	31.3	37.4	44.0	42.1	34.8	41.4	35.4
Low	25.9	28.9	30.4	26.9	26.9	26.6	27.8	27.9
Medium	18.3	17.9	16.2	16.2	15.5	17.5	16.0	17.0
High	31.6	21.9	16.0	12.9	15.5	21.1	14.8	19.7
TOTAL	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
				- '000 -				
TOTAL	**983.7**	**1,410.8**	**1,291.7**	**920.8**	**730.6**	**548.6**	**258.5**	**6,144.7**
					FEMALES			
				- per cent -				
Did not exercise	26.4	32.1	37.5	39.0	36.5	38.8	57.2	36.2
Low	37.7	38.3	37.4	35.8	35.2	34.7	29.2	36.3
Medium	19.9	17.8	15.5	15.2	16.1	15.5	9.0	16.3
High	16.0	11.8	9.5	10.0	12.1	11.0	4.6	11.2
TOTAL	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
				- '000 -				
TOTAL	**953.6**	**1,389.1**	**1,269.5**	**873.6**	**723.8**	**660.3**	**429.6**	**6,299.5**

* Based on reported intensity, frequency and duration of exercise undertaken for recreation, sport or fitness in the two weeks prior to interview.

Source: National Health Survey.

STUDENT ACTIVITIES

A **Discuss the differences in the figures for males and females. What conclusions might be drawn from this data?**

B **Suggest some reasons for these figures. Consider for example:**

- **different expectations of fitness for women and men;**
- **different ideas about body image for women and men.**

C **Analyse the data and consider:**

- **How might the definition of 'exercise' alter the findings?**
- **How might the data be different if this definition included housework, walking children home from kindy, or mowing the lawns?**
- **What other exercise could be included?**
- **If you changed the definition, describe in half a page how the outcomes might be different.**

D **Which men and women – by age group – are getting the most and least exercise. Suggest some reasons for your opinions, and share these with the class.**

E **Is regular exercise available to everyone? Discuss the implications:**

- **of the costs involved in regular exercise;**
- **for people in country and remote areas;**
- **for people with disabilities;**
- **of paid and unpaid work and regular exercise.**

Health - *The Present*

LESSON 7 continued

HEALTH FACTOR 2: **SMOKING**

Table 4: People who are current smokers: duration of smoking, 1989-90

Duration of smoking	Age group (years) 18-24	25-44	45-64	65+	Total
			MALES - per cent -		
Less than 1 year	1.4	*	*	*	0.3
1-4 years	42.6	2.9	*	*	9.9
5-9 years	49.7	12.0	*	*	16.0
10-19 years	6.2	51.2	1.3	*	27.7
20 years or more	*	33.7	98.2	100.0	46.0
TOTAL	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
			- '000 -		
TOTAL	**341.0**	**886.2**	**413.5**	**93.2**	**1,733.8**
			FEMALES - per cent -		
Less than 1 year	1.1	0.4	*	*	0.4
1–4 years	44.3	0.3	1.4	*	11.3
5–9 years	48.8	13.3	0.6	*	17.4
10–19 years	5.8	57.6	5.6	3.5	30.6
20 years or more	*	26.5	92.4	95.9	40.3
TOTAL	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
			- '000 -		
TOTAL	**340.2**	**739.0**	**339.2**	**113.1**	**1,531.5**

Source: National Health Survey. NB: * means no information available.

Table 5: Smoking behaviour and consumption for schoolchildren aged 12-17 years: age by sex, 1987

	Age (years) 12	13	14	15	16	17
			MALES - per cent -			
Never smoked	52	42	33	26	23	24
Current smoker*	5	10	19	25	27	25
			- number -			
Average cigarettes per week in current smokers	11	15	27	36	37	38
			FEMALES - per cent -			
Never smoked	63	46	31	24	21	24
Current smoker*	51	32	22	83	0	29
			- number -			
Average cigarettes per week in current smokers	10	12	20	26	30	30

* Smoked in last week.

Source - Centre for Behavioural Research in Cancer, Anti-Cancer Council of Victoria

Health - *The Present*

LESSON 7 continued

HEALTH FACTOR 2: **SMOKING** (continued)

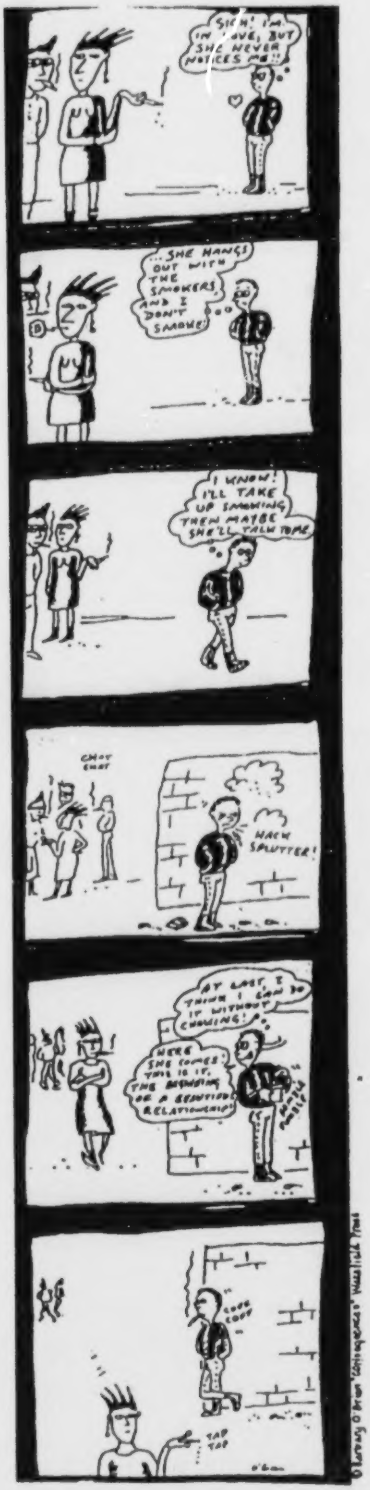
STUDENT ACTIVITIES

A Compare the two tables of figures for the under-18 and the over-18 year-olds. What conclusions could be drawn from this data? Express a point of view about the data and use supporting evidence for this view.

B Discuss this cartoon (right).

- What is your reaction?
- What is the artist trying to tell us about smoking and young people?
- Do you think this is an accurate portrayal?
- What are some other issues or ideas about young people and smoking that have not been represented?

C Make your own comic strip about young people and smoking, that includes your view – your message.


SIGH! I'M IN LOVE, BUT SHE NEVER NOTICES ME!!
...SHE HANGS OUT WITH THE SMOKERS, AND I DON'T SMOKE!
I KNOW! I'LL TAKE UP SMOKING THEN MAYBE SHE'LL TALK TO ME.
CHAT CHAT
HACK SPLUTTER!
AT LAST, I THINK I CAN DO IT WITHOUT CHOKING!
HERE SHE COMES! THIS IS IT. THE BEGINNING OF A BEAUTIFUL RELATIONSHIP!
COFF COFF
TAP TAP
O'B

© [illegible] O'Brien 'Consequences' Wakefield Press

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Health - *The Present*

LESSON 7 continued

HEALTH FACTOR 3: **ALCOHOL**

Table 6. People aged 18 years and over who consumed alcohol: average daily alcohol intake* by type of alcoholic drink consumed, 1989-90 (millilitres)

Type of alcoholic drink consumed	Age group (years) 18-24	25-34	35-44	45-54	55-64	65-74	75 +	Total
				MALES				
				- per cent -				
Beer - extra/special light	4.6	3.7	4.1	4.5	5.0	3.6	4.2	4.2
Beer - low alcohol	7.0	10.0	11.4	11.3	12.4	10.2	5.1	0.6
Beer - full strength	33.8	33.1	31.6	33.7	33.6	29.7	18.8	32.6
Wine	9.5	10.9	14.4	15.8	16.5	14.4	13.3	13.8
Spirits	17.9	13.4	12.1	12.1	13.4	13.7	10.0	14.0
Fortified wine	8.7	7.9	8.9	11.0	15.2	14.1	10.9	10.6
Other	12.8	12.5	9.3	9.3	20.7	13.5	1.0	11.9
				- '000 -				
Total who drank alcohol†	**36.3**	**32.9**	**30.4**	**30.9**	**29.9**	**24.6**	**16.2**	**31.0**
				FEMALES				
				- per cent -				
Beer - extra/special light	2.5	1.8	2.1	2.0	1.9	2.4	0.9	2.0
Beer - low alcohol	2.9	3.4	6.1	6.4	6.6	4.4	3.7	5.1
Beer - full strength	14.1	12.8	12.6	17.6	16.0	15.3	9.0	14.0
Wine	8.7	10.0	10.8	11.1	10.5	10.7	7.1	10.2
Spirits	11.3	8.0	6.4	7.0	8.2	9.1	8.6	8.5
Fortified wine	5.0	5.6	5.2	8.7	9.2	8.8	10.3	7.2
Other	10.6	6.1	9.3	5.7	6.0	2.1	4.2	8.0
				- '000 -				
Total who drank alcohol†	**15.8**	**13.0**	**12.4**	**13.4**	**12.7**	**13.0**	**9.5**	**13.2**

* In the week prior to interview.

† People may have reported consuming more than one type of alcoholic drink and therefore components do not add to totals.
Source: National Health survey.

STUDENT ACTIVITIES

Ⓐ **Using the data contained in table 6, compare the alcohol consumption of men and women. Present your findings in a visual presentation and make suggestions for your findings.**

Ⓑ **What interpretations can be made about the consumption of alcohol and age?**

Health - *The Present*

LESSON 7 continued

HEALTH FACTOR 3: **ALCOHOL** (continued)

Assessment criteria

The student:

- expresses a personal point of view and uses data to support this view;
- prepares and presents information for an audience;
- translates information from one form to another;
- critically analyses the influences on personal food intake for men and women, boys and girls.

Resources

The series *Issues For The Nineties* is an excellent resource for these materials (Spinney Press, Australia, PMB 7, Wentworth Falls, NSW 2782.)

Volume 5 Deadly Habits? contains chapters on alcohol, smoking, legal drugs and illegal drugs. The series contains a compilation of articles covering a range of views and reflecting diverse values and perspectives.

The materials can be used with students in a number of ways but are particularly useful as starters for class discussion, research, a homework activity and further reading.

Polya's planning approach may be useful in this lesson (see Introduction, section (d), Teaching thinking tools, Part 1: Polya's planning approach) to investigate the consumption of alcohol presented in the media. Social Indicators Australia Australian Bureau of Statistics (ABS), 1992.

Social Indicators Australia, Australian Bureau of Statistics, 1992.

Health - *The Present*

LESSON 7 continued

HEALTH FACTOR 4: **DIET**

THE DIRT ON **DIETS**

Australian consumers spend around $500 million on weight-loss programs each year.

On any given day of the year, 30 per cent of adult females in Australia are on some sort of diet, and 57 per cent surveyed had attempted to lose weight in the previous 12 months.

- An estimated 90 per cent of all dieters who lose 25lb (about 11kg) or more in a diet program regain that weight within two years.
- A generation ago the average model weighted 8 per cent less than the average American woman. Today she weighs 23 per cent less.
- Dieting has been associated with an eight-fold increase in the probability of developing an eating disorder.
- An Australia-wide survey found that 63 per cent of female students surveyed had experienced episodes of uncontrollable binge-eating.
- There is further evidence that weight loss and regain ('yoyo' dieting or 'weight cycling') can increase the risk of coronary heart disease.
- When poor health is correlated with fatness in women, it is due to chronic dieting and the emotional stress and self-hatred associated with the stigma of fatness.

Men and women whose weight fluctuates up or down, as little as five pounds (about 2.3 kgs) in a year, report lower feelings of well-being, more out-of-control eating, and higher stress levels than those whose weight is stable. This is true regardless of their body weight.

- Recent studies show that women may live longer and be generally healthier if they weigh 10-15 per cent above the life-insurance figures and refrain from dieting.
- In a recent South Australian survey, 46.6 per cent of female high school students were as intensely preoccupied with being thin as were patients in treatment for eating disorders.
- In Britain it is estimated that there are 3.5 million people who suffer from anorexia and bulimia (95 per cent are females) with 6,000 new cases yearly.
- The Anorexia Bulimia Nervosa Association (ABNA) recorded in excess of 3000 calls in 1992. After Christmas 1992, ABNA received over 50 phone calls in three days from sufferers requiring information, support or counselling.

Source: "The body beautiful" from *Issues for the nineties*, Vol 24 (Spinney Press, Australia, 1995, PMB 7, Wentworth Falls, NSW 2782.)

Health - *The Present*

LESSON 7 continued

HEALTH FACTOR 4: **DIET** (continued)

Resources

The series *Issues For The Nineties* is an excellent resources for these materials. (Spinney Press, Australia, PMB 7, Wentworth Falls, NSW 2782.)

Volume 24 The Body Beautiful deals with eating disorders, body image, breast implants and plastic surgery, stress and steroids. The series contains a compilation of articles covering a range of views and reflecting diverse values and perspectives. The materials can be used with students in a number of ways but are particularly useful as starters for class discussion, research, a homework activity and further reading.

Social Indicators - Australia 1992 Number 5

Australian Bureau of Statistics (ABS)
Catalogue No. 4101.0 approximately $40 in 1995. ABS offices are located in all capital cities and have a library for public use.

Priorities in health - encouraging the debate Information Kit

Information sheet #2 How healthy are we?

This is an excellent resource that was distributed to all S.A. schools early in 1995. The material contains information sheets about an interesting range of topics. Please ask your librarian.

Fiction:

Look out stomach, English Middle B, published by Rigby.

Contains a range of stories, poems, diagrams and fascinating facts about food, eating habits and discussion topics. Excellent for middle school.

FACTORS INFLUENCING THE **PHYSICAL HEALTH OF AUSTRALIANS**

There are many factors that affect our health. Some of these we are not able to influence, for example, being born with a disability or an inherited characteristic. Other factors are however behavioural, and therefore easier to change. There are a number of common behavioural factors that contribute to premature death, problems with pregnancy and other health conditions.

DIET

Like many other developed countries the Australian diet is characterised by too much and the wrong types of food. Much of the food consumed by Australians is high in fat, sugar and salt, and the proportion of energy available from complex carbohydrates is too low. Processed food also tends to be low in dietary fibre. An unbalanced diet has been identified as a contributing factor to many diseases, some of which are major causes of death in Australia. These include coronary heart disease, hypertension, stroke, diabetes, some cancers, liver and gall bladder diseases.

In 1990 the National Health Survey interviewed many Australians and found that 38 per cent of males and 43 per cent of females had changed their diet to improve their general health. The most common reason for changing their diet was high cholesterol levels.

The survey showed that 44 per cent of men and 30 per cent of women were either overweight or obese.

An alarming 31 per cent of women aged between 18-24 were underweight.

In 1988 the CSIRO conducted a survey and compared its findings with a similar survey in South Australia and found the typical diet has improved slightly. The consumption of fat and refined sugar has dropped slightly while that of fruit and fibre has increased a little. The survey found that in SA the amount of fat, salt and protein is still higher than recommended and lower for complex carbohydrates and fibre.

EXERCISE

Regular exercise maintains fitness, helps us to feel good, moderates blood pressure, can help reduce and control body weight, helps bone strength and reduces the risk of heart disease.

The 1990 Health Survey estimated that 20 per cent of males and 11 per cent of females had lots of exercise while over one third had no or little exercise. Young people were more likely to do a lot of exercise although among the younger age groups the number of boys that had lots of exercise, was approximately twice that of girls. The greatest proportions of men who did not exercise were men aged between 45-54 years of age, while for women the greatest proportion was among those 75 years and over.

SMOKING

Tobacco is a major risk factor for many diseases, particularly lung cancer, heart diseases, bronchitis and emphysema. It is estimated that in Australia smoking was responsible for 18,165 deaths in 1987—or more than 15 per cent of all deaths.

Smoking and young people

In 1987 the Australian Health and Fitness Survey conducted an Australia-wide survey of school children. The survey revealed 24 per cent of boys aged nine, and 12 per cent of girls aged nine had tried smoking a cigarette. By the age of 15 the majority, 72 per cent of boys and 78 per cent of girls had tried smoking. A more recent survey found that among school children aged 12-17 years, 16 year olds were most likely to be smoking. At 17 boys were smoking 38 cigarettes per week and girls 30 per week.

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FACTORS INFLUENCING THE **PHYSICAL HEALTH OF AUSTRALIANS** (continued)

Adults and smoking

Since 1945 smoking has declined. In 1945 about 75 per cent of males and 25 per cent of females smoked regularly. In 1990 the National Health Survey found 28 per cent of the population aged 18 and over were smokers.

For males the 20-24 year age group were the largest group of smokers. This figure got smaller as the men got older with only 11 per cent of men age 75 or over continuing to smoke.

For women the 20-24-year age group was also the largest with only six per cent of women smoking at 75 or over.

Men were more likely to smoke more. The heaviest smokers were aged between 35-54 years of age. In this group, over 50 per cent of male smokers smoked over 20 cigarettes a day, while over 32 per cent of women smoked the same amount. Information from the survey indicated that most smokers started young. It seems smoking is rarely a habit people start as adults.

ALCOHOL

In 1988 there were 1,888 million litres of beer, 280 million litres of wine, and 21 million litres of spirits available for consumption. Enough for each Australian aged 15 years and over to have 10.5 litres of alcohol each.

Excessive consumption of alcohol is a major risk factor for a number of diseases, morbidity, cancer of the digestive system, cirrhosis of the liver, brain damage, foetal alcohol syndrome and malnutrition, as well as a major factor in car accidents, family breakdowns, crime, absenteeism and industrial accidents.

The Department of Community Services and Health reports that alcohol consumption has decreased by 16 per cent. Death rate per 1000 population dropped from 49 to 1979 to 41 in 1988 owing mainly to the reduced death rate in motor vehicle accidents.

The 1990 National Health Survey found that most people aged 18 and over had consumed alcohol during the week before the survey, 73 per cent of men and 52 per cent of women. The average daily alcohol consumption of males was almost two and a half times greater than for females. The average daily intake of alcohol decreased with age for both males and females with males aged 18-24 having the highest level of alcohol consumption for any group.

Like smoking, alcohol consumption often starts during childhood or adolescence. The ACHPER (1985) survey of school children found five per cent of boys and two per cent of girls aged nine years drank alcohol one or two days per week.

More than 50 per cent of students stated that they drank alcohol and 16 per cent of boys and 11 per cent of girls stated they drank alcohol at least once a week. For all ages between 12 and 17 proportionately more boys than girls drank alcohol.

STUDENT ACTIVITIES

Ⓐ **Read and discuss the notes entitled: Health Factors 1-4.**

Ⓑ **Draw/paint/make a collage, concept map, poster or cartoon that shows your understanding of the impact of one of these factors on the health of the individual groups and/or populations.**

Ⓒ **Discuss the impact of these health factors in the short term and long term for both the individual and populations.**

Ⓓ **Choose one of the health factors. Develop a script for an advertising campaign. Use some of the data from the tables provided. Take the perspective of either a company selling a related item or the health industry.**

Health - *The Present*

LESSON 7 continued

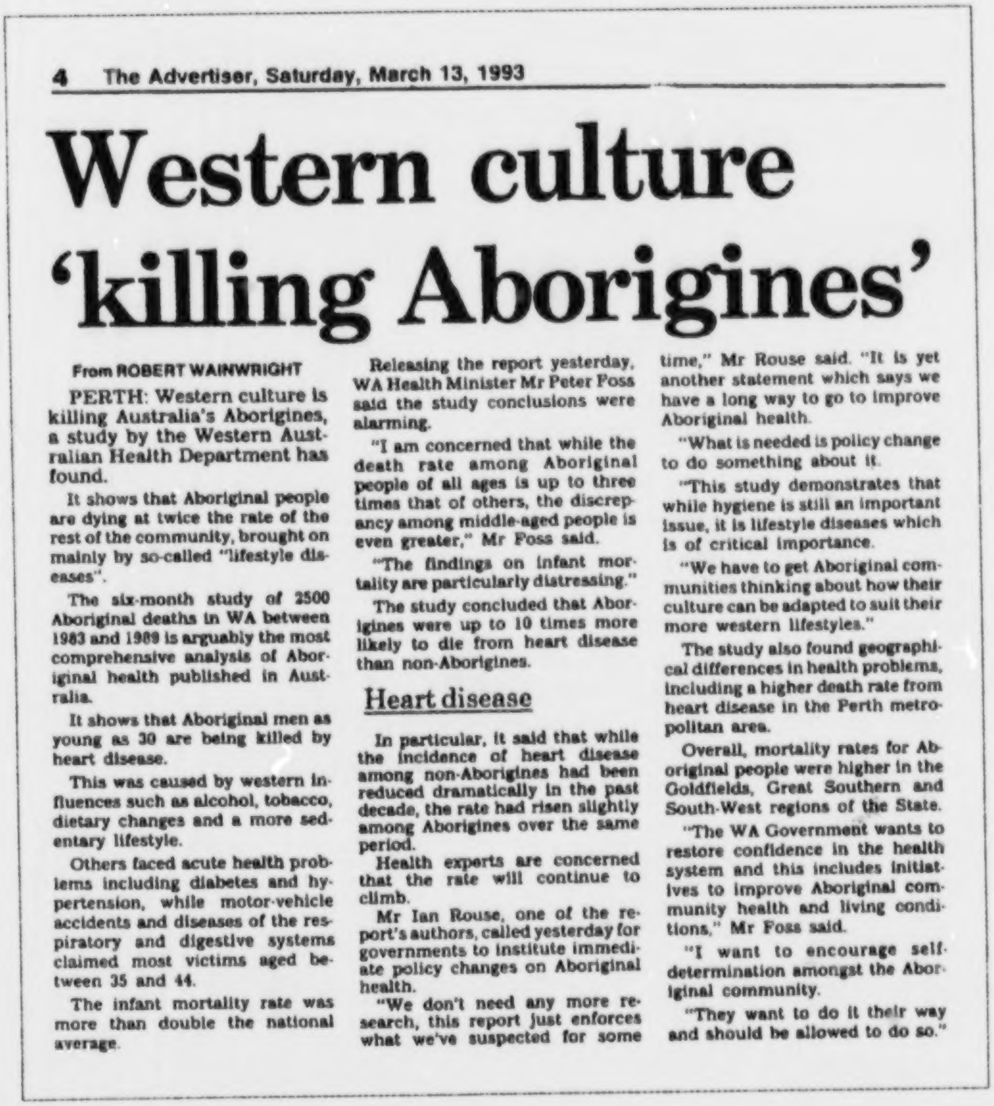
Assessment criteria

The student:

- describes the impact of one of the factors, for example, smoking, on the health of the individual and the community in the short and long term;
- expresses a point of view about (at least) one health factor and its impact on a particular group in the community;
- offers some solutions to improve the identified health problem.

Resources

Provide students with resources to paint/draw/ make a collage. This may be a negotiated as a individual or group project.



4 The Advertiser, Saturday, March 13, 1993

Western culture 'killing Aborigines'

From ROBERT WAINWRIGHT

PERTH: Western culture is killing Australia's Aborigines, a study by the Western Australian Health Department has found.

It shows that Aboriginal people are dying at twice the rate of the rest of the community, brought on mainly by so-called "lifestyle diseases".

The six-month study of 2500 Aboriginal deaths in WA between 1983 and 1989 is arguably the most comprehensive analysis of Aboriginal health published in Australia.

It shows that Aboriginal men as young as 30 are being killed by heart disease.

This was caused by western influences such as alcohol, tobacco, dietary changes and a more sedentary lifestyle.

Others faced acute health problems including diabetes and hypertension, while motor-vehicle accidents and diseases of the respiratory and digestive systems claimed most victims aged between 35 and 44.

The infant mortality rate was more than double the national average.

Releasing the report yesterday, WA Health Minister Mr Peter Foss said the study conclusions were alarming.

"I am concerned that while the death rate among Aboriginal people of all ages is up to three times that of others, the discrepancy among middle-aged people is even greater," Mr Foss said.

"The findings on infant mortality are particularly distressing."

The study concluded that Aborigines were up to 10 times more likely to die from heart disease than non-Aborigines.

Heart disease

In particular, it said that while the incidence of heart disease among non-Aborigines had been reduced dramatically in the past decade, the rate had risen slightly among Aborigines over the same period.

Health experts are concerned that the rate will continue to climb.

Mr Ian Rouse, one of the report's authors, called yesterday for governments to institute immediate policy changes on Aboriginal health.

"We don't need any more research, this report just enforces what we've suspected for some time," Mr Rouse said. "It is yet another statement which says we have a long way to go to improve Aboriginal health.

"What is needed is policy change to do something about it.

"This study demonstrates that while hygiene is still an important issue, it is lifestyle diseases which is of critical importance.

"We have to get Aboriginal communities thinking about how their culture can be adapted to suit their more western lifestyles."

The study also found geographical differences in health problems, including a higher death rate from heart disease in the Perth metropolitan area.

Overall, mortality rates for Aboriginal people were higher in the Goldfields, Great Southern and South-West regions of the State.

"The WA Government wants to restore confidence in the health system and this includes initiatives to improve Aboriginal community health and living conditions," Mr Foss said.

"I want to encourage self-determination amongst the Aboriginal community.

"They want to do it their way and should be allowed to do so."

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Health - *The present*

LESSON
8

The aim of this lesson is to examine the health issues for Aboriginal people today.

STUDENT ACTIVITIES

A **Read and view a range of texts about Aboriginal health issues.**

What solutions are suggested by the authors for improved Aboriginal health?

B **Write a letter to the Minister of Aboriginal Affairs, the Health Minister, Land Councils, or a letter to the editor about some aspect of Aboriginal health. Your letter should include:**

- **details of the issue;**
- **a history of the issue, that is, a summary of who, what, where and when;**
- **some different views about the issue;**
- **some possible solutions;**
- **your preferred solutions with reasons why you have developed this view.**

Assessment criteria may include

The student:

- identifies the author's points of view and responds to it;
- identifies Aboriginal health as a contemporary issue of concern to all Australians;
- describes the connection between the health problems of some Aboriginal people, and the impact of colonisation;
- describes example(s) of self determination which have resulted in positive health outcomes for Aboriginal people/communities.

TEACHING SUGGESTIONS

It is important that this unit is introduced sensitively. An Aboriginal health worker or an Aboriginal education worker will be helpful in introducing the topic.

It is essential that students are reminded about:

- the relative excellent health enjoyed by Aboriginal people pre-1788;
- Aboriginal people are not a homogenous group;
- the importance of avoiding stereotypes;
- the problems of Aboriginal health are the result of colonisation, that is removal from families and traditional lands and practices;
- the implications of racism.

A Provide a range of texts. Remember Tape Services telephone (08) 8377 0339 or facsimile (08) 8358 2681 for copies of film and video.

Resources

The series *Issues For The Nineties* (Spinney Press, Australia, PMB 7, Wentworth Falls, NSW 2782) is an excellent resources for these materials. Volume 10 Indigenous Peoples contains information about Mabo and land rights, cultural identity, self-determination and the world's indigenous people. The series contains a compilation of articles covering a range of views reflecting diverse values and perspectives. The materials can be used with students in a number of ways but are particularly useful as starters for class discussion, research, a homework activity and extension reading. Other titles are included in the bibliography.

Newspaper article Western Culture 'killing Aborigines' Advertiser 13 March 1993. (Please refer to lesson 7, this chapter.)

Health - *The present*

LESSON 9

The aim of this lesson is to examine health issues affecting young people today.

STUDENT ACTIVITIES

A

Review the information from the notes: Health factors contained in lesson 7.

B

In small groups discuss and make a list of the issues that specifically concern/affect young people today.

C

Choose an issue you wish to investigate. The following questions may be helpful in your investigation:

- **What has caused this health problem?**
- **Who is most at risk?**
- **How is help provided?**
- **How can this health problem can be prevented?**
- **What does this problem mean for the future of the person, his or her family and the community?**
- **What are the social justice implications of this issue?**
- **How does the media portray children and young adults in relation to this health issue? Is this a fair representation? How does the image relate to your experiences?**

D

Keep a diary or journal of your investigations. Present your findings as an essay, visual or oral presentation or as negotiated.

Assessment criteria may include

The student:

- investigates health services available to young women and men;
- identifies rights and responsibilities in relation to health issues and services for young women and men;
- identifies strategies to meet the health needs of young women and men;
- presents the results of the investigation to an audience.

TEACHING SUGGESTIONS

A

Assist students in reviewing the factors that affect health.

B

Ensure that students have access to resources for all of the issues they have identified.

Tape Services section, telephone (08) 8377 8339 or facsimile (08) 8358 2681, will tape commercials and excerpts from TV for a minimal cost. This is a very useful service for analysing television as text.

C

A good student investigation may be an analysis of health issues on TV programs and in advertisements, for example, the drink-driving campaign, or safe sex in soapies. If all students have access to a TV it may also be a suitable homework activity. Remember that not all students have TV or are allowed to watch all/any programs.

D

Provide students with a structure for the journal or diary. These can become very boring to do, and even worse to read and assess unless clear guidelines are negotiated.

Health - *The present*

LESSON

10

The aim of this lesson is to investigate local health services and the support available for young people in their local area.

STUDENT ACTIVITIES

A **Make a list of your local health services.**

B **What do these services cost, how can you use them, are they confidential?**

C **Contact a school in another part of SA by mail, phone, fax or Internet and compare the issues and the services available for young people in the different locations. Compare the situations of the two locations. Discuss the implications. Do a PMI.**

D **Contribute to the development of a class directory of local health services for young people. Send a copy to the school you contacted for their information.**

E **Identify the gaps in health services for young people in your local area. Suggest reasons for these gaps and possible solutions. What might be the implications of the gaps, for the health of young people in your area?**

F **Write a story/play that describes a fictitious situation that highlights the issues you have identified. Read or present your play to an audience.**

G **Decide on a health service that you want to know more about. Arrange a visit to the centre or service or make contact by phone or fax.**

Imagine you had a friend who wanted to use this service. What information would they want/need? Produce a piece of promotional material for the health centre/service, for example, a pamphlet, poster, an advertisement for television, newspaper.

Display or present your work to an audience.

Provide the following information:

- **name and location;**
- **telephone number of centre/service;**
- **facilities at the centre;**
- **health issues dealt with;**
- **who can go there for help or advice;**
- **when it is open;**
- **how much will it cost?**
- **the benefits of visiting/using the service.**

Health - *The Present*

LESSON 10 continued

Assessment criteria

The student:

- investigates the health services in the local area;
- identifies action needed to improve health services in the local area or for a particular health issue;
- presents information for an audience.

Resources

Examples of pamphlets, brochures, posters collected by students on excursion to local health centres/ services.

Large sheets of paper, pencils, textas, paste, magazines.

Community Resources
School counsellor and nurses for a list of local health services.

Migrant Health Service
Women's Community Health Centres in your local area.

Family Planning Association
Norwood Ph: (08) 8431 5177.

Health - *The present*

LESSON

11

The aim of this lesson is to investigate how and why modern disease has changed.

STUDENT ACTIVITIES

A **View video 7:30 Report: *Modern Plagues*.**

B **Read texts provided.**

C **Discuss the diseases identified in the text/video including:**

- **their history of treatment;**
- **why they are now untreatable;**
- **how these diseases are transported;**
- **how they affect their victims;**
- **how they may change in the future;**
- **the effect of environmental changes.**

D **Add any unfamiliar terms, definitions and meanings to your glossary (as referred to in chapter 1).**

Assessment criteria

The student:

- identifies ethical issues in the texts;
- critically evaluates the impact of medical and scientific 'advances' on health services.

TEACHING SUGGESTIONS

Read with class the information Modern diseases in the antibiotic age.

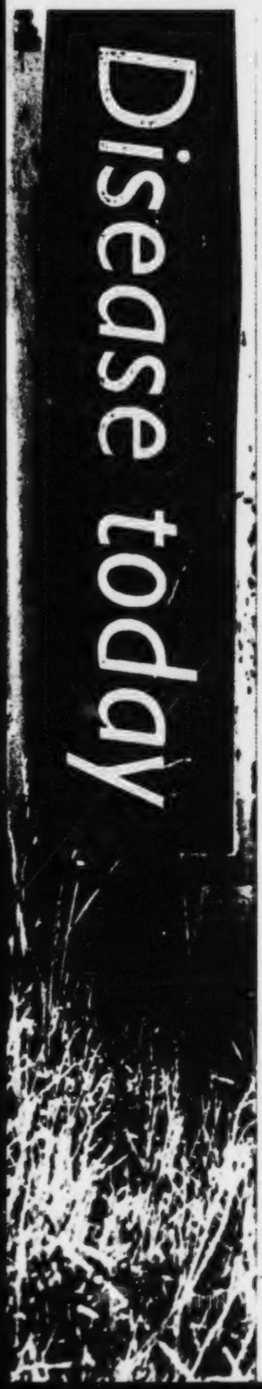
Facilitate class discussion about the information viewed or read.

The use of recent newspaper articles on these modern diseases would be useful for a notice board or as additional reading.

Remember that many of the words used in this session may be unfamiliar. You may wish to use a dictionary and the board to write up a glossary.

Resources

Video: *Modern plagues,* 7.30 Report, ABS 2–3/7/95 reported by Gail Jennings. Video copy obtainable from Tape Services, telephone (08) 8377 0339 or facsimile (08) 8358 2681. For a copy of the tape send in a school purchase order. For a costing please telephone.



MODERN DISEASES IN
THE ANTIBIOTIC AGE

The pre-antibiotic age was the time before antibiotics were discovered, where contagious diseases were out of control, with no cures available. The documentary *Modern plagues* suggests that the world today is moving back to that time. With the overuse of antibiotics, bacteria and viruses are changing. Some diseases are now resistant to drugs as people have used so many antibiotics and chemicals over the years that diseases have mutated and changed.

This means that today's drugs that are used to treat diseases such as pneumonia are now no longer as effective. We are now entering the post-antibiotic era where new microbes, that are resistant to our diseases, are confronting us with challenges similar to those experienced in pre-penicillin days.

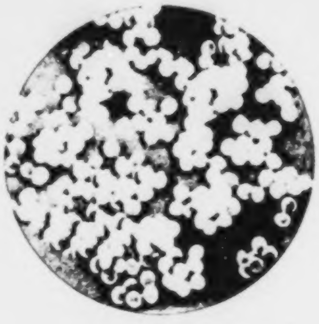
The destruction of the rainforests and natural ecosystems is also causing problems with the flushing out of new diseases. It is suggested in the video that these diseases have been transported out of the forests from animals and insects that carry microbes which are otherwise harmless in that environment.

There are many new and old diseases now being reported daily.

The video suggests that with no new cures yet available and the effectiveness of antibiotics reduced, humanity today is facing one of its greatest threats.

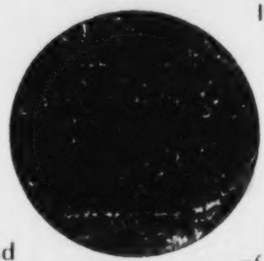
Some of the new microbes, viruses and diseases include:

- E.Coli (HUS in mettwurst)
- Ebola (in Africa)
- Equine morbilli virus (killed a horse trainer and horses in Qld.)
- Legionnaire's disease (contracted through air conditioners)
- HIV/AIDS
- Japanese encephalitis
- TB - Tuberculosis
- Barmah forest virus
- Malaria
- Pneumococcus
- Dengue haemorrhagic fever
- Cryptosporidium
- Enterococcus faecium



MODERN DISEASES IN **THE ANTIBIOTIC AGE** (continued)

Background about the microbes, viruses and diseases



E.Coli

A brand new form of this virus causes kidney failure in children, commonly called HUS. The virus is carried in meat products and Australian experts have predicted that 30 per cent of our raw meat is already contaminated.

Barmah forest virus

A new disease that causes its victims to suffer tiredness, arthritis-like pain and high fever. The sufferer can have the disease for years. Doctors are unsure how the virus is transmitted, but have acknowledged that it is presently located throughout all of Australia.

Malaria

Commonly transported by mosquitoes, this disease is now resistant to all drugs. Malaria usually kills around two million people per year, mostly in Africa and Asia. This drug resistant strain is now in Australia. With the increased Greenhouse effect and global warming, we now have an even greater chance of catching mosquito-borne diseases which have the potential to cause epidemics.

Pneumococcus

It is a microbe that causes pneumonia, meningitis and middle ear infections. This killer has already spread through Europe, America and South Africa and it is now in Australia as a major health threat.

Dengue, Yellow Fever, and Japanese encephalitis are only some of the old diseases that have recently become widespread again throughout the world. This is because of the increased mosquito numbers throughout the world, and all of these diseases are transported by mosquitoes.

Cryptosporidium

A resistant organism that causes a nasty form of diarrhoea. Once it is in a source of drinking water there is no antiseptic that can kill it. This organism is already widespread in America with half a million people affected and now it is in Australia.

Enterococcus Faecium

Commonly called the 'Superbug', this emerged in American hospitals and has spread to Europe, England and now Australia. It only affects the very sick (so far) and can be caught from touching anything. There is no antibiotic available for the 'Superbug'; it is untreatable. People who catch the disease have a 70 per cent chance of death, because the disease spreads through the bloodstream.

Disease today

Health - *The present*

LESSON 12

The aim of this lesson is to predict future health issues and plan for a healthy future.

STUDENT ACTIVITIES

A **Brainstorm possible new diseases related to factors that may exist in the future, for example, enlarged ears or deafness from overuse of mobile phones.**

B **Design a disease - use your imagination and have fun!**

C **Give your disease a name, describe how it is transmitted and who would get the disease. What are the conditions necessary for your disease to develop? What are its symptoms, how long does it last, what part, of the body does it affect and how can we avoid this fate?**

D **You may wish to do a 'before' and 'after' description or picture.**

E **Write a medical certificate for a patient with 'your' disease.**

F **Draw/paint a picture, cartoon or diagram, of a patient with your disease. Identify how they are/will be affected and predict the possible cures/solutions.**

G **Design a personal health map that will help you describe what you want and/or may need for a healthy future — see appendix for example of map. Be sure to give examples in each of the four sections.**

H **How will you ensure you have or have access to:**

- **information about health resources in order to make the best choices/decisions;**
- **supportive, loving relationships;**
- **resources to be and remain healthy.**

Assessment criteria

The student:

- identifies possible health issues of the future;
- presents information to the audience.

TEACHING SUGGESTIONS

Make this a fun activity.

With (g) encourage students to write or design their own map using a recent photo of themselves and their own words and images.

Chapter 4

Education

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Education - *The Past*

LESSON

1

The aim of this lesson is to investigate the establishment of education systems: who benefited most and who, by definition of gender and status, were disadvantaged.

STUDENT ACTIVITIES

A Read, listen to, view photographs of the factory children of the Industrial Revolution, in the British Empire.

B Investigate children's work practices from a variety of other countries. Demonstrate formal letter writing skills.

C Describe the working conditions for the children and the introduction of the Shaftesbury Act, in the form of a letter.

D Participate in class or a group discussion of the differences in:

- **education for the rich and the poor;**
- **education for girls and for boys, and what they studied and why;**
- **the effect on their lives of different treatment.**

E Investigate an education system from pre-Industrial Revolution.

Assessment criteria

The student:

- participates in group discussions;
- analyses information about past generations.

TEACHING SUGGESTIONS

- Read and review *Children as workers - England in the 1800s* - text and photographs.
- Discuss the Shaftesbury Act (The Education Act, 1870): what is it, what did it achieve for children and their education?
- Focus on the differences between:
    - educating the poor and the rich;
    - educating girls and boys – what they learnt and what was the same and different;
    - the impact of education on their lives;
    - the impact of no education on their lives.

  Discuss this impact on relationships, resources, decision making and information.
- Focus on the global impact of the British Empire's influence on the development of education systems through colonisation, for example, America, India, South Africa, Australia and New Zealand.
- Investigate and discuss the development of education systems before the Industrial Revolution that were the foundations for current practices and were developed in other times, for example, Italy Greece, Egypt, China.

Background Notes

EDUCATION - *The Past* LESSON 1

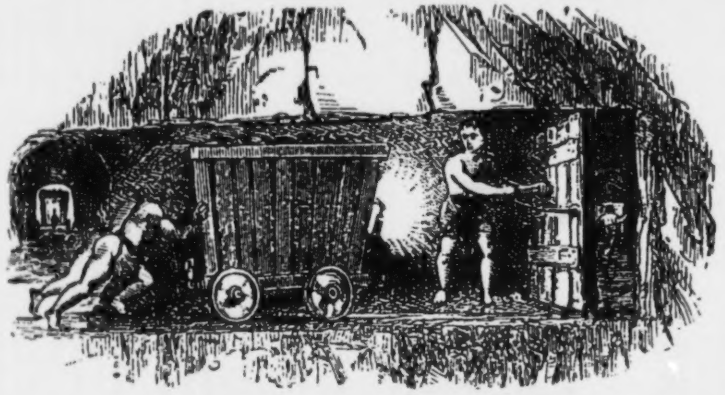
Background to compulsory education in England: The factory children of the industrial revolution.

The Industrial Revolution was an era of rapid change during which many people ceased working in their homes and in the fields and moved to work in the factories. The shift from the country to the city caused terrible overcrowding and it resulted in extremely bad living conditions especially for poor children. Life in the cities became unhealthy. There was a shortage of housing, and many buildings had no water supply or sewerage, no street drainage, no rubbish collection, and inadequate ventilation and heating. Water was often polluted and many people became sick and died because of diseases in the water supply.

In mines, factories and textile mills, children as young as five worked from three in the morning till ten o'clock at night (16-hour days). Often children were only permitted three breaks a day with fifteen minutes for breakfast, a half hour for lunch, and fifteen minutes for tea. On average a child would earn the equivalent of thirty seven cents a week. Children were used in mines to work in spaces too small for adults . They would carry baskets of coal up to three hundred pounds in weight on their shoulders, or drag loads on all fours along narrow underground passages. These terrible work conditions resulted in many injuries and deformities. Children in mines were also beaten for laziness, or falling asleep on the job because they were tired.

The English government of the time knew of these terrible conditions, but many government members did not want to interfere because the factories were making England very wealthy, and many members of government were also factory owners and/or investors.

One person who successfully made a difference was Lord Anthony Ashley Cooper, seventh Earl of Shaftesbury, known as 'the children's friend". He was concerned about the welfare and education of poor children, especially those in coal mines and 'climbing boys' (chimney sweepers). It was Shaftesbury who led the 'ten-hours movement', which led to the Factories Act of 1883. Under this Act, children under nine years of age were banned from working in factories, children under 13 were only to work a maximum of 48 hours a week; and children from 13 to 18 years were to work a maximum of 69 hours a week. Every factory child was to have two hours a day of schooling. Employers who did not abide by the Act were fined by inspectors.



CHILDREN WORKING IN A COAL MINE

Left: This illustration shows children working in a coal mine. One child's job is to push the coal wagon while the other's is to sit in the cold and dark, opening and closing the door across the tunnel. Note how low the roof of the tunnel is and the cramped and dangerous nature of the work.

Background Notes

EDUCATION - *The Past* LESSON 1

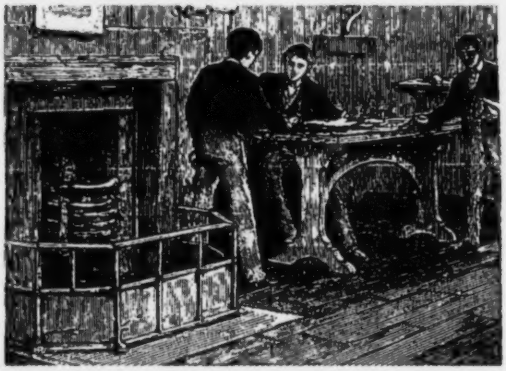
The background to schooling In England

In the 18th century, full-time education was a privilege and only the very rich could afford the fees. Most other children had little or no education at all. Even when free elementary schools were provided by charities, many parents kept their children at work because they needed the child's income to contribute to the family's survival.

Education for the rich

In the 18th century, sons of the 'landed gentry' mostly had private lessons in reading and writing by tutors. Following this they were sent as boarders to what are known in England as public schools. These are in fact fee-paying or private schools. Some of the most famous of these English public schools are Eton, Rugby, Winchester and Harrow.

The schooling was not only expensive, but it was also harsh and often violent. It was common for students to experience bullying by peers, and floggings by teachers. The curriculum was limited in most cases to Latin and Greek, known as 'the classics'. It was in the 1860s that Rugby extended its curriculum by introducing a variety of subjects which included science, handicrafts and team games such as cricket. Later, other grammar schools reformed along similar lines.

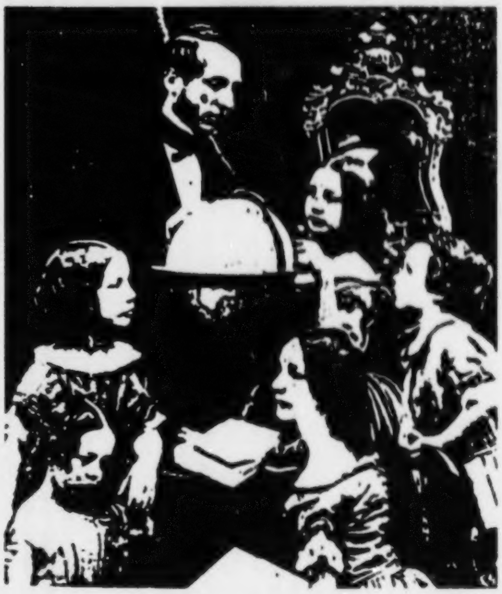


Above: Pupils at Rugby School, elite boys only school

In the eighteenth century the universities of Oxford and Cambridge for young men, also taught a similar curriculum of 'classics'. However, staff and students often neglected their studies, instead preferring gambling, drinking, and hunting.

During the same period, girls and young women from wealthy families rarely went to school but were taught reading, writing, painting, music, dancing, needlework and a bit of 'general knowledge', usually geography and history, at home by a governess. This was because it was considered that girls needed less 'mental cultivation' than their brothers. Instead, they were trained to attract good husbands and enter fashionable social circles.

In 1850, girls' higher education expanded with the opening of the North London Collegiate School for Girls. This was to prepare a small group of young women for a career. Soon other new girls' public schools followed.



Left 'Young ladies' learning geography with the help of their tutor

Background Notes

EDUCATION - *The Past* LESSON 1

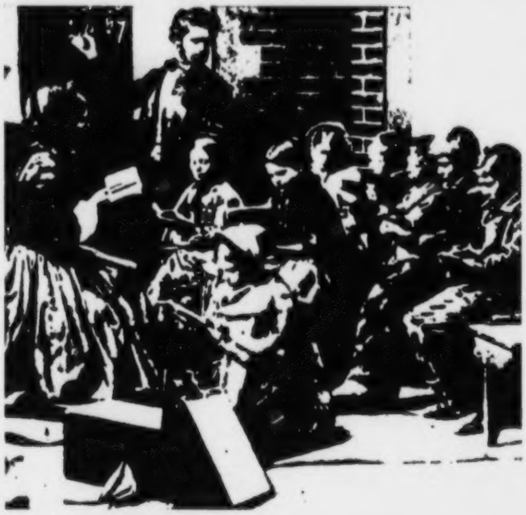
Education for the poor

From the start of the 19th century most poor children in England received no education. There were some Sunday schools run by clergymen of The Church of England for poor children and in most cases this was their only form of education. Most of the curriculum was based on the scriptures, with reading and writing also taught. The name 'Sunday schools' arose from the fact that Sunday was the only time available for school for those children who had to work the other six days a week.

In the 1850s Lord Shaftesbury, the 'factory reformer', led the opening of the Ragged Schools Union for poor children, many of whom were also orphans. Money was always a problem in these schools to provide the necessary food and clothing needed before the students could learn .

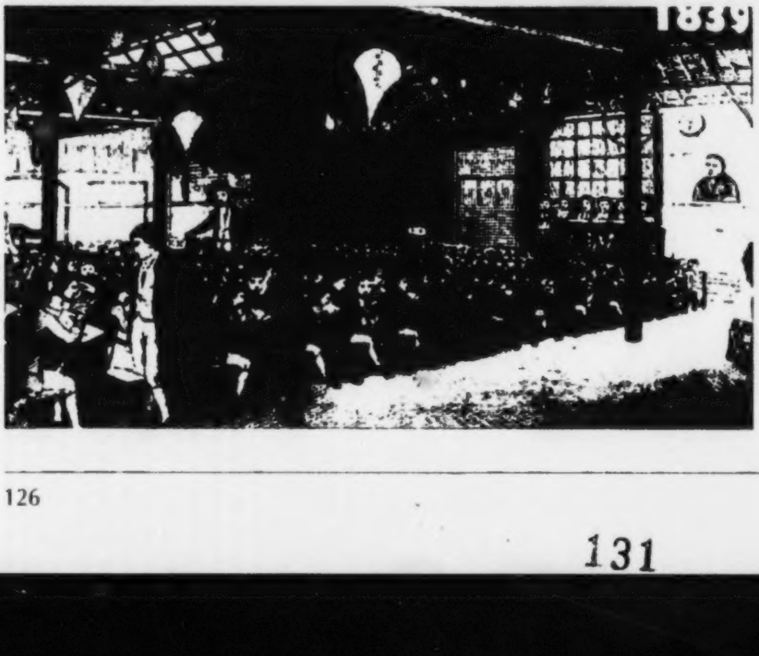
The English Education Act of 1870 aimed to improve schooling for the poor by providing more schools. The idea was that if children had an education they would be able to.work and fend for themselves. In 1880 schooling was made compulsory for students up to the age of ten.

Compulsory attendance helped to raise the issue of the number of starving, suffering, unhealthy children. This resulted in elementary education (1891) being made free to all children aged 5-10. The classes were large with around with 80 to 90 students of different ages being taught together in one large hall. The curriculum was limited to reading, writing, arithmetic, and the scriptures.



Above: A 'Ragged School"

The 1902 Education Act first brought up the idea of establishing fee-paying government secondary schools. By 1907, secondary schools then received government grants in order to set aside some places for poor students. This scholarship made it possible for students from a poor family to get a secondary education. However, until World War One (1914), still only one in 20 students living in poverty received a scholarship.



Left: School run on the monitorial system

Education - *The Past*

LESSON

2

The aim of this lesson is to focus on the establishment of schools in South Australia from 1836 onwards.

STUDENT ACTIVITIES

A **Read the background notes to this chapter.**

B **Use the map provided to locate the early white settlements of South Australia.**

C **Discuss what a classroom may have looked like 100 years ago and discuss how the children might have been taught.**

Assessment criteria may include

The student:

- completes the mapping exercise and locates the early settlements;
- demonstrates literacy skills, accuracy, detail, observation and documentation;
- demonstrates group skills;
- identifies how class and gender have influenced access to, and participation in, education in the past.

TEACHING SUGGESTIONS

- Using the map and text provided discuss the early establishment of schools in South Australia.
- Focus the discussion on:
  - the difference between education and schooling;
  - who had access to education;
  - how schooling differed for boys and girls and why;
  - who didn't have access to schooling and why;
  - what a school room looked like?
  - how children travelled between school and home;
  - For how many hours a day students had to attend school? At what age could they leave school?
- Aboriginal education – referring to the text provided. Who taught Aboriginal children, what did they learn?

Background Notes EDUCATION IN SOUTH AUSTRALIA

The social class of the colonists strongly shaped the kind of education they were likely to have had, and which they were likely to provide for their children.

Many members of the more privileged section of the community enjoyed a thorough formal education, and saw it as a mark of their social superiority and respectability. They could afford to spend sufficient upon their children's education to secure those advantages through instruction, partly at home and partly in schools.

The bulk of the working class, in contrast, faced with low and insecure incomes, required the assistance of their children in both paid and unpaid labour to contribute to the family survival. Yet they too came from a culture in which literacy was highly valued, and many working people sought both to improve their own education and provide at least an elementary schooling for their children. People sometimes sent them to a local 'dame' school, casually organised, informally conducted, where for the cost of only a few pence, they might learn the basics of reading, writing and arithmetic.

Families which, with small capital, frugality and hard toil secured a measure of 'independence' and security – those with a shop or a small farm, for instance – developed their own characteristic educational interests. For many of them education was both a demonstration of responsibility and respectability, and the means of maintaining or improving their children's social and economic position. Their hard-won and often tenuous economic position allowed them to provide a much more systematic schooling than could the majority of working-class families. However, the needs of developing the family enterprise placed severe constraints on their capacity to send their children to school regularly over a sustained period.

The colony maintained a sexual division of labour and upheld an ideology which portrayed it as 'natural'. There were consequently important educational implications for this convention, which separated men's work in the public sphere from women's work of caring for and nurturing their husbands and children in the home.

The purposes, content and prestige of boys' and girls' education differed, while the patterns of school attendance also varied. Girls from wealthy families were likely to receive much more of their education in the home than their brothers who were packed off to boarding-school in their later childhood years. Girls from working-class families characteristically continued their schooling beyond the age at which their brothers had left to seek full-time employment. Typically, while the curriculum for boys added such subjects as history, grammar and perhaps book-keeping or science to the 'three Rs', girls were taught needlework, even at the expense of arithmetic. Where possible too, girls were taught by women teachers, while only men were deemed capable of properly teaching boys above the age of about seven.

Historical sources

Report of the Protector of Aborigines M. Moorhouse *SA Government Gazette,* 1854, p. 621.

> Since the arrival of Mr Provis and his family, we have been able to do more in the way of instruction than has previously been found practicable. He and I have each of us a class for adult natives every evening; and his daughter keeps school daily for the younger ones, most of who are natives of this district.

Register, 10 July 1858:

Year	Number of Sunday Schools	Number of pupils	Number of Licensed schools	Number of pupils
1850	66	3,354	64	1,867
1853	59	3,115	111	5,273
1854	103	5,511	125	5,464
1855	114	6,649	138	6,039
1856	130	7,622	147	6,516
1857	192	10,586	67	7,480

Background Notes EDUCATION IN SOUTH AUSTRALIA

Register, 4 October 1845:

> What then is education? Not merely teaching to read and write, not the mere acquisition, perfect though it may be of various matters which qualify men for their respective avocations, and enable them to enrich or exalt themselves about their fellows; not the mere attainment, even of any or all the ascending points in the scale of human kind.
> These things, useful and important though they may be, formed but a part, or rather the extension of a sound scheme of education, of which the first and fundamental element is the teaching of self knowledge - lessons in the heart of man - in his real wants - in the moral law.
>
> Alas, how many springs of mischief have been opened, how many floods of human misery have been fed by this twofold neglect of education (intellectual on a moral base), that is, intellectual without moral training is not education - lessons (moral) addressed to the heart and conscience; an undue preference of the mere accumulation of knowledge over the cultivation of habits and power of original thought, attentive observation and correct judgement...
>
> We are quite aware that there are many individuals ... who say that in a colony not three years old, people ought to occupy their minds about more substantial concerns than those of a purely intellectual character; that, in short, all the world should take at once to bullock-driving or herding cows and sheep. Far be it from us to underrate the necessity of the real fundamental pursuits ... (but) we should look at these elements on which our eventual success must rest ... In the very foremost rank of these is EDUCATION, without which no community can continue civilised, and without which we cannot hope to have associated with us any considerable amount of wealth of intelligence.

Southern Australian, 7 July 1838 - Working Men's Association:

> Seeing the result of our ignorance and divisions subjecting us to be tools of party, the slaves of power, and the victims of our own dissipation and vice, we have resolved to unite and mutually instruct ourselves; and, as a means to that end, we have formed ourselves into a Working Men's Association.
>
> Feeling satisfied that true liberty, its obligation and duties, are never appreciated by the ignorant, we seek to instruct ourselves and fellows in all that regards our political and social rights. To that end we seek to establish libraries of the best and choicest works appertaining to man and to society - we seek to promote conversations, discussions, and public meetings among us; and thus not only make the sons of labour acquainted with their rights, but qualify them also to carry their knowledge into practice. We seek to make the mothers of our children fit instructors to promote our social and political advancement, by reading to and conversing with them on all subjects we may be acquainted with; and thus, by kindness and affection, to make them of equal companions in knowledge and happiness; and not, as at present, the mere domestic drudges and ignorant slaves of our passions.

Reminiscences of A. Bairstow 1839-1903 - an old colonist's experience of South Australia, SSL:M, D6353 (L):

> Not having had any schooling I could not do any scheming so I had to tackle hard work. I was rather nervous when I would go into the bank in Adelaide with a cheque. If I did not hand it into the right place they would throw it at me and let me find out, and ask whether it would take me all day to write my name. I have got over that now.

PRO, GRG 18/113/35 - petition to the District Council of Port Elliot and Goolwa, (n.d.).

> Gentlemen:
> We the undersigned ratepayers of the district of Port Elliot and Goolwa beg respectfully to call to the attention at Goolwa. It is a fact that there are numbers of children running about the streets of Goolwa in a state of gross ignorance whose parents would be only too glad to send to a good school, did such an institution exist at Goolwa.
>
> Only think of the daughters of a tradesman, or any other man in ordinary good

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Background Notes EDUCATION IN SOUTH AUSTRALIA

> circumstances, learning higher algebra, rhetoric, spherical trigonometry, and logic and spending four years of their previous lives in the study of these subjects and others of a kindred character. I fancy their time would be much more profitably spent learning to make a good wholesome pudding, or in stitching a gusset.

C.S. A.... (pseudonym?) *Education and rights of women*, (pamphlet), Adelaide: Gall, 1869, p. 12:

> Whether a girl marries or remains single it is of the highest importance that she be well educated and grounded in whatever knowledge she may have a taste for.
>
> To a great extent a man may push his way through life by physical strength alone, but not so a woman; and if a parent has not a fortune for a daughter let her learn a profession, but if not a profession, a trade. With one or the other he is bound to provide her, and not leave her at the mercy of a reckless husband or brother.

Teachers

C.H. Spence (1854), *Clara Morison*, Adelaide: Wakefield Press (facsimile edition), 1986, vol. 2, pp. 257-58:

> I have thought of opening a school in the most populous part of the town. I suppose I might expect a grant from the government, and that even our liberal legislators would not prevent me from teaching religion, as far as a human teacher can instil it. I could afford to teach for very low fees, if I had not a high rent to pay for my schoolroom, for my wants are very few. The very poorest children I would teach for nothing, for you know, Gilbert, that there is a great lack of labourers in this harvest, and girls are tempted by the high wages offered them, to go to service before they can read their Bibles, and before they have any distinct principles of right and wrong to guide them through life. They are exposed to many dangers and temptations cast amongst strangers with empty minds and uncultivated consciences; they marry young and often imprudently; and when children come, they do not know how to teach them anything. 'Religion can be taught only at the mother's knee,' say our liberal members; but if the mothers know nothing of it, what is to become of the children; I suppose it is better that they should perish for lack of knowledge than that government should lift its finger to save them. But so long as the same government will let me work on sufferance in a cause which it disowns, I suppose I may do so. Perhaps the best thing I could do would be to go to a normal school, but there is none within reach. I must do something more interesting than washing dishes and sweeping floors – very good occupations in their way, but not enough to fill my mind.

Background Notes EDUCATION IN SOUTH AUSTRALIA

Aborigines

The European approach to the education of Aboriginal children contained remnants of some of the nineteenth century attitudes and modification of others. The view that Aborigines could be educated to only a limited degree was modified, but racial intolerance in schooling persisted in white communities. Church and government both continued their involvement in the provision of Aboriginal schooling, often in cooperation.

By 1916 such provision, however, was still not extensive. European educators, and apparently some Aborigines themselves, believed that schooling was necessary for preparing Aborigines for emergence into the white economy, and that mastery of the English language was an important tool in the process. School managers and teachers also continued to maintain that Aboriginal education was best achieved by separating half-caste from full-blood and children from adults.

(527) SAAP, 1916 no. 21, p.vi - *Final Report of the Royal Commission on the Aborigines* (excerpts):

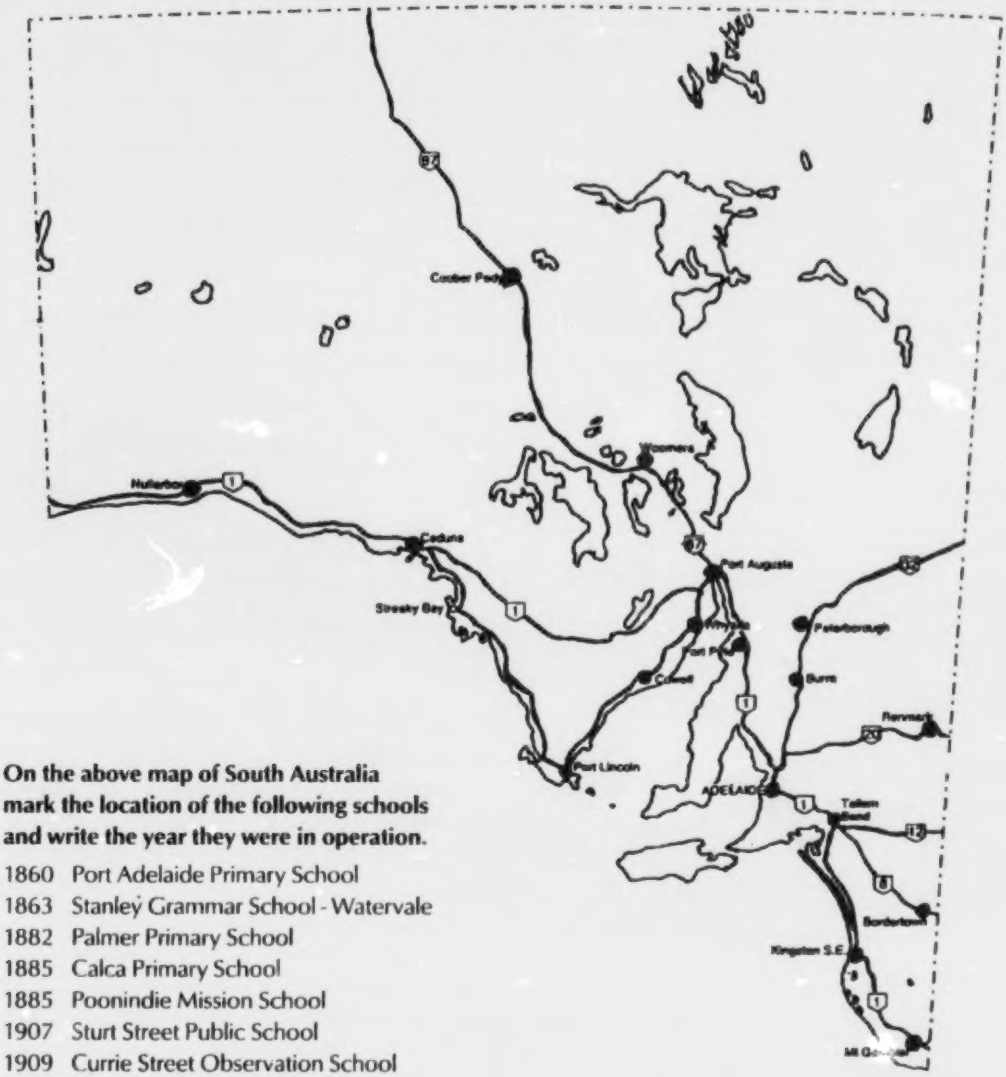
> ...There is not much scope for educating the children of Aboriginal parents, but credible efforts in this direction are being made at the mission stations particularly at Koonibba. Not only do all the children receive rudimentary English education from the Government school teacher, but young girls are taught sewing and domestic duties as well. Some of the children read and write well, and girls take a delight in using the sewing machines and performing the household work of the station.
>
> 2842. How do the children here compare with the white children? - They do not come up to the same standard.
>
> 2843. How do you account for that? It is constitutional in the children? - I think it is mostly due to their bringing up from camp life. We also have the English language to battle against...it is very difficult for them to grasp the English language and during camp life their minds are not developed at all, and they are not so readily taught.

Traditional Aboriginal education - Mrs Nganyintja Ilyatjari - recollections of traditional Aboriginal childhood learning. Recorded 27 September 1982:

> " I lived as a child at a place called Angatja. My father, mother, grandmother, older brothers, aunties and uncles taught me there and I learned from them. We were all living the right way at Angatja. We were learning everything about the plant foods, the animal foods, the waters, the land and the camps. Our fathers and mothers taught us the names of the places. They taught us things together as we lived as a family, our brothers, aunties, sisters, grandfathers, grandmothers, fathers and mothers. We learned the stories about the land. My father told me many stories and I listened to him and learned them... My older brother also told me stories. We learned too about things that were dangerous. We were told to avoid snakes and to be afraid of them and which ants would bite us....And we learned there were things we could not say. If we said them our mothers would hit us. They told us that some places were sacred and we must avoid them. They taught us the straight way and said: "Don't disobey, sit obediently."

(From *Learning and Other Things : Sources for a social history of education in Australia* B. Hyams, L. Trethewey, B. Condon, M. Vick, D. Grundy.)

Background Notes EDUCATION IN SOUTH AUSTRALIA



87
Coober Pedy
Woomera
Nullarbor
1
Ceduna
87
Port Augusta
Streaky Bay
1
Whyalla
Port Pi
Peterborough
Cowell
Burra
1
Renmark
20
Port Lincoln
ADELAIDE
1
Tailem Bend
12
8
Bordertown
Kingston S.E.
1
Mt G

On the above map of South Australia mark the location of the following schools and write the year they were in operation.

1860 Port Adelaide Primary School
1863 Stanley Grammar School - Watervale
1882 Palmer Primary School
1885 Calca Primary School
1885 Poonindie Mission School
1907 Sturt Street Public School
1909 Currie Street Observation School
1909 Swan Reach Area School
1910 Auburn School
1910 Koonibba School
1912 Kalgoorlie Line Railway Workers School
1916 One Tree Hill School

Now see if you can find out when the following schools opened, and add these to the map.

Mount Gambier High School
Pt Germein Primary School
The school you currently attend
Glossop High School
Aldinga Primary School

Education - *The Present*

LESSON

3

The aim of this lesson is to investigate how gender, race, disability and socio-economic status influences an individual's access to education in Third World countries.

STUDENT ACTIVITIES

A **Read or listen to the text provided and brainstorm some reasons why about 80 per cent of children in Third World countries begin school, but so many drop out before grade 4.**

B **Individual writing. Complete this sentence: "If I had to leave school in grade 4 I would probably..**

C **View the statistics on the percentage of age group enrolled in primary education. Describe why you think it is that some parents prefer to educate their boys rather than their girls? Does the same attitude still exist in Australia today?**

D **Using the 4 Power Model (see Introduction chapter for an explanation and the appendix for the model) comment on the quality of life experienced by children in Third World countries.**

E **Discuss the following statement in view of the aim of providing an education that is accessible to all. "World resources will be equitably allocated when the Air Force has to run a gala day to raise money for a plane".**

Assessment criteria

The student:

- is able to examine and analyse statistics, and explain and predict the impact that gender, disability and status has on present and future lives of children in Third World countries;
- is able to comparatively assess Australia today with Third World countries;
- can articulate how gender, race, disability and status impact on the access to education of children from Third World countries.

TEACHING SUGGESTIONS

- Read or distribute the text provided.
- Discuss in detail student responses to the factors that may contribute to early drop-out rates for children in Third World countries.
- Focus on:
    - long and short-term effects on the individual, the family and the country;
    - how gender, race, status and disability impact on access to schooling. Do any of these factors exist in Australia today?
- Discuss how the changing roles of men and women and reallocating of resources would improve the economy, family health and education possibilities for women and girls.
- Encourage students to collect newspaper or magazine articles and images related to global education issues.

Resources

- *Learning and other things : Sources for a social history of education in South Australia* B. Hyams, L. Trethewey, B. Condon, M. Vick, D. Grundy.
- *Long division - State schooling in South Australian Society* Pavla Miller.
- The Global Education Centre: excursions are encouraged.

EDUCATION **IN THE 1990s**

The Global Picture

Approximately 80 per cent of children in Third World countries begin school. About four out of every ten children drop out of school before completing grade 4.

Educational opportunities for boys and girls differ. Consider the following statistics:

COUNTRY	% of age group enrolled in primary education	
	Males	**Females**
Ethiopia	44	28
Bangladesh	76	49
Haiti	86	89
Sudan	58	41
Bolivia	97	85
Papua New Guinea	79	64
Yugoslavia	95	94
Saudi Arabia	78	65

Source: "State of the world's children " 1992 UNICEF Report,

Literacy, (the ability to read and write) enables people to participate, gives them greater awareness of their rights and makes them less vulnerable to exploitation.

Women do two-thirds of the world's work. Yet two-thirds of the world's illiterate people are women and girls.

The world spends $25,000 to train one soldier and only $450 to educate one child. If the allocation of these resources was redirected to improve the literacy rates of women and girls in Third World countries much would be achieved in addressing issues of health, hygiene, nutrition, population and the economy.

Education - *The Present*

LESSON 4

The aim of this lesson is to inform students of current legislation and policies that address access to and participation in quality schooling for all.

STUDENT ACTIVITIES

A **Discuss the implications of the amendment to the Education (truancy) Act for young people (see information background to this lesson).**

B **Find out what your school policies are.**

C **Discuss how schools might:**

- **improve attendance;**
- **increase participation;**
- **increase attainment;**
- **improve access to all areas of the curriculum;**
- **improve access to higher education?**

D **Write an essay or letter to your Principal about how your school could make improvements in two of these areas.**

E **Demonstrate use of a 'Y chart'. Respond to the following statement(s):**

- **If we had a socially-just Australia, our schools and our classrooms would look, feel, sound like..**

or

- **If we had a socially-just school, our classroom would be ....**

Assessment criteria

The student:

- analyses the views of others on issues related to education;
- evaluates ways in which individuals and groups are involved in school-based decision-making.

TEACHING SUGGESTIONS

- Read text provided.
- Display and have available copies of existing legislation and DETE policies related to: students with disabilities, multiculturalism, laws about attending school, the Education of Girls Action Plan, Social Justice Action Plan, The Equal Opportunity Act 1984, sexual harassment and anti-racism policies and their link to the provision of quality schooling.

The focus of your discussion should relate to the impact of legislation and policy on the access to and participation in quality schooling by all students.

Resources

- *Equal Opportunity Act South Australia 1984*

SOUTH AUSTRALIA
IN THE 1990s

Children in South Australia today are required by law to attend school from age six to 15 years. In 1994, 75 per cent of students completed year 12 and so attend school to age 17.

This means that in South Australia all children will spend eight years in junior primary and primary school, three years in secondary school and about 75 per cent will spend five years in secondary school. Some students continue with higher education, for example, TAFE, university and in specialist areas through apprenticeships or job training.

Education, particularly literacy, is seen as a key element in breaking the poverty cycle. Education can assist in gaining and creating employment, improving personal and community health, improving the standard of living and ensuring as a country that Australia is competitive on the world market.

Poverty is still the biggest barrier to access and participation. Because of poverty, children are being disadvantaged in our schools. Maybe one reason that children avoid school is that they are embarrassed and ashamed because they do not have access to the money for excursions, trips, travel, the accepted school uniform, lunch money and specialist equipment such as that required for sport, music and technology. Lack of money may result in lower participation.

Consider these statements:

Darren, age 14:

> *"I know a lot of kids that put on a big tough act when they haven't got the things the teachers say we need. They just pretend they don't care if they can't join the class."*

Mother of 15 year-old:

> *"We try hard to make ends meet. I really struggle to buy clothing for school, books, pens, and pencils. The children are really good about not asking for things but each school term I dread the list that comes home."*

Jenny, aged 12:

> *"I can pretend I'm sick when a school excursion is on, but I can't pretend I've left my books at home every day".*
>
> (From the Smith Family, Educate School Assistance Plan, Locked Bag 1000, Adelaide SA 5000.)

If a student misses one day every fortnight (over the compulsory years of schooling) the cumulative effect adds up to missing one year and 20 days of schooling. Work missed is very difficult to catch up on; missed work means more missed days to save further embarrassment and shame.

The reasons for absence are not always negative. The reasons for non-attendance, long and short-term, are many and varied. Long-term absences, such as illness and extended holidays can be accommodated through home schooling, through open-access or individual study arrangements negotiated with the school.

Cultural and family responsibilities, for example, the responsibility for younger brothers and sisters or elderly members of the family and attending special events needs to be discussed in a supportive way. The frequency of these responsibilities will dictate whether or not alternative schooling programs need to be negotiated.

The negative effect of truancy is a high cost to the individual and to the community. If students choose to 'wag' school what activities could they become involved in?

What do students do if they don't attend school? Stay at home, go fishing, ride their bikes, skateboards, roller blades, watch videos, play arcade games, involve themselves in crime, graffiti, unsafe behaviours, vandalism or become one of the many homeless, often in poor health.

SOUTH AUSTRALIA **IN THE 1990s** (continued)

The cost to the community of truancy is very high. What do students do if they don't attend school? They stay at home, look after younger brothers and sisters, look after elderly members of the family, go fishing, ride their bikes, skateboards, roller blades, watch videos, play arcade games, involve themselves in crime, graffiti, unsafe behaviours, vandalism or become one of the many homeless, often in poor health.

EXPENDITURE ON GRAFFITI REMOVAL BY THE DEPARTMENT FOR EDUCATION AND CHILDREN'S SERVICES.

1991-92	1992-93	1993-94	1994-95
$4399	$101,278	$201,482	$205,924

Information provided by Steve Reynolds: BLAMS Group, Services SA, Tel: (08) 8226 5562.

In South Australia in 1993 a select committee reviewing the juvenile justice system established that there was a strong link between truancy and youth crime. From 1994, new laws have changed the juvenile justice system. Changes were made to The Young Offenders Act and to The Education Act.

The Education (Truancy) Amendment Act 1993 says:

> *If it appears to an authorised officer who is a member of the police force, after inquiring into the child's reasons for not being at school, that the child does not have a proper reason for being absent from school, the authorised officer may take the child into his or her custody and return the child (a) to someone in authority at the school; or (b) to a parent or guardian of the child...*

(Further information can be obtained from Department of Education, Training and Employment information booklet *Laws about attending school.*)

Education - *The Future*

LESSON

5

The aim of this lesson is to allow students to predict what schools in the year 2095 will be like.

STUDENT ACTIVITIES

GROUP ACTIVITIES:

- **Draw a picture of a student, school or classroom in the year 2095;**
- **How might people's home life, work life and social life be different in 2095?**
- **Write a journal entry - On this day at school in the year 2095 I ... Include references to home life and social life - how might these be similar or different?**

Assessment criteria

The student:

- selects, compares and categorises relevant information;
- chooses a suitable technique to achieve the group activity;
- analyses trends to predict likely future changes in education.

TEACHING SUGGESTIONS

- Using the charts provided (Inside the classroom) help students to predict what the classroom of the future will look like. You may like to add more areas for consideration, for example, technology.
- Take an excursion to the School of the Future.

Resources

DETE School of the Future.

Art materials: textas, pencils, magazines - for drawing a picture of a future school. Journal entry may require access to a word processor.

INSIDE **THE CLASSROOM**

	1895	**1995**
Buildings	Private house	Government provided
Lighting	Poor, few if any windows	Fluorescent plus natural
Ventilation	Often none	Air conditioning plus natural
Furniture	Long wooden table with a form on each side	Desk space and chair per student
Class size	Up to 50 to 60 per room	Junior Primary 27 Primary 29 Secondary 29
Student resources	Slate and chalk, teacher	School-administered book scheme Community libraries, TV, radio
Levels of schooling	Primary Schools (State, Private and Mission Schools)	Kindergarten Junior Primary Primary Secondary
What was taught?	***Boys*** Reading Writing Arithmetic Geography History Grammar Mental arithmetic Drawing Mensuration Transcription Paraphrasing Bookkeeping Nat. Philosophy Construction and use of tables Euclid Land surveying Algebra Spelling Tables Latin French Exercise ***Girls*** Reading Writing Arithmetic Geography Sewing Spelling Grammar Latin French Music Tables History Exercise ***Aboriginal students*** Reading Writing Religious instruction Domestic arts, Gardening & Weaving (for girls) Carpentry, farm skills (for boys)	***Eight areas of study*** The Arts English Technology Health and Physical Education Studies of Society and Environment Mathematics Science Languages other than English
How was it taught?	Simultaneous method - 'where the children in the classroom are all instructed at the same time by the master and give the answers simultaneously'.	Individual sessions Whole class Small group
Assessment	Weekly tests End of year exams Public exams	Yr 3-5 BST. Criteria-based assessment Subject tests Individual assessment Public exams yr 12 only Internal exams yr 11 and 12
Cost	Sixpence to £1 per week or £1 15 shillings per week. Mission schools - free	Free School fees per year Junior Primary = $150 approx. Primary = $165 approx. Secondary =$180 - $360

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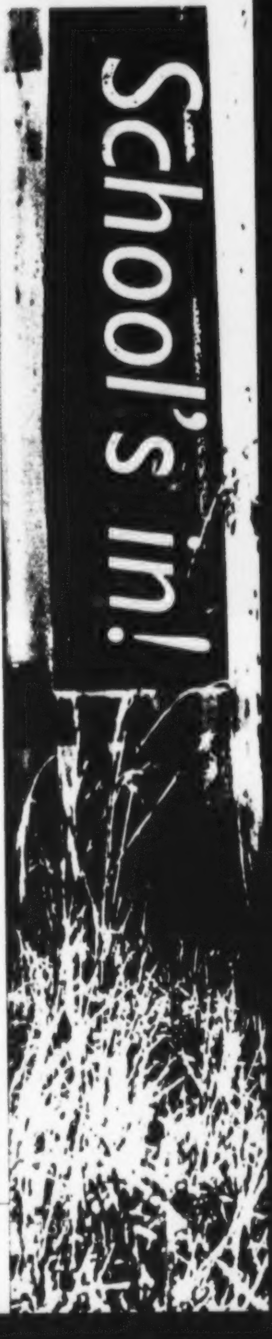
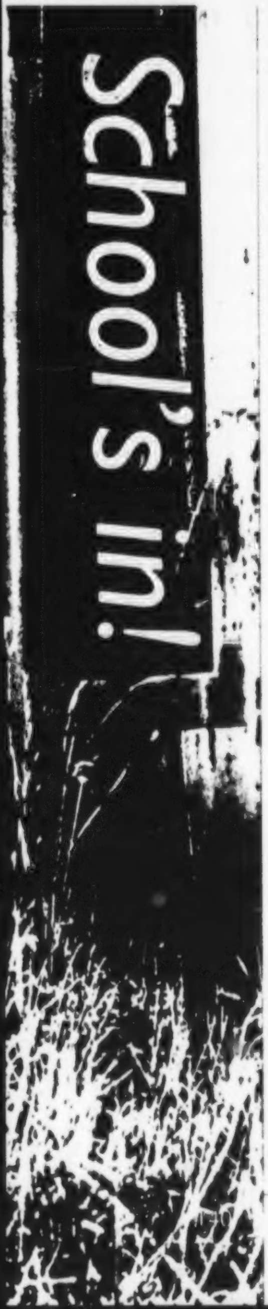
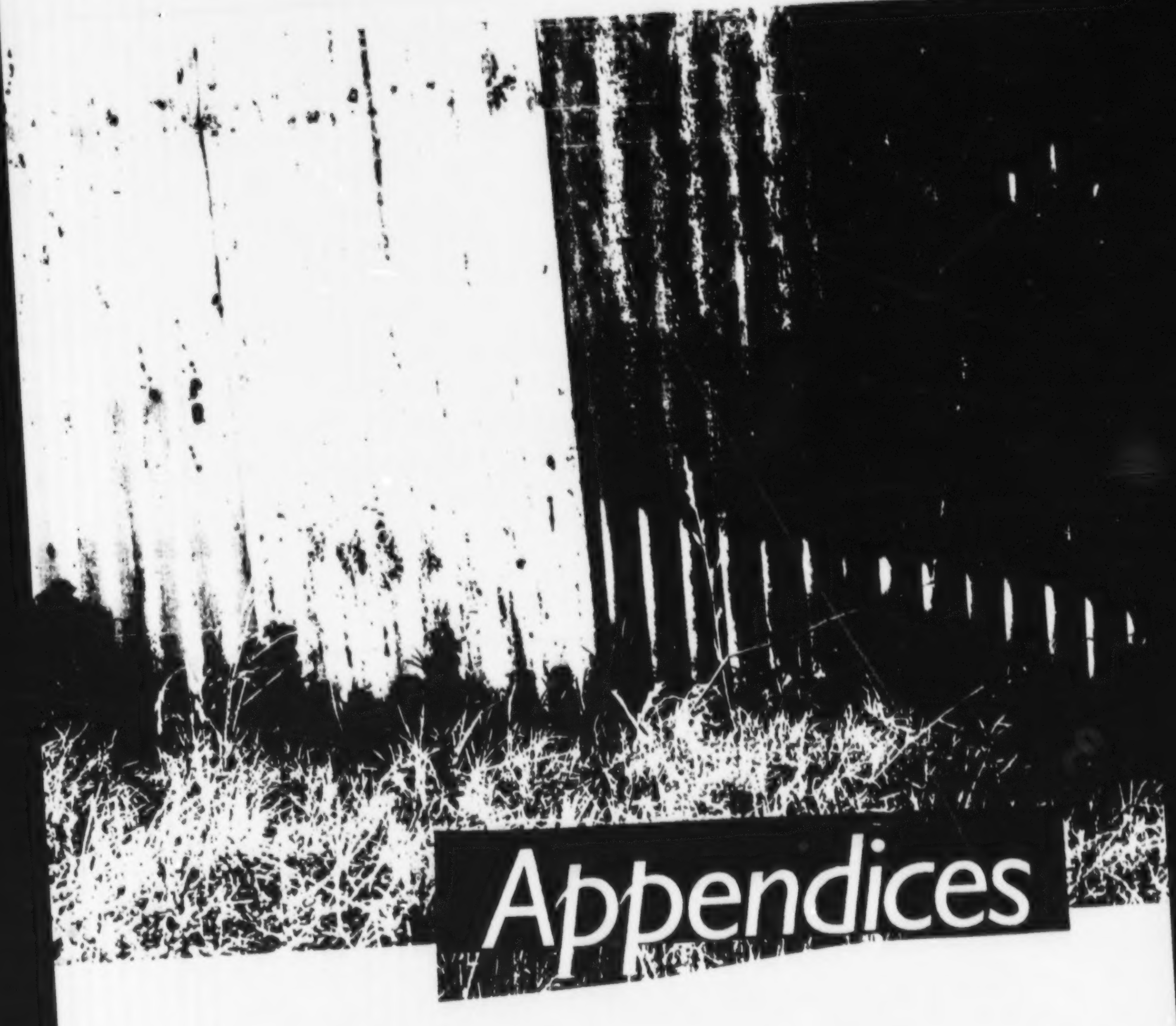


INSIDE **THE CLASSROOM**

	2025
Buildings	
Lighting	
Ventilation	
Furniture	
Class size	
Student resources	
Levels of schooling	
What is taught?	
How is it taught?	
Assessment	
Cost	





Appendices

APPENDICES: CONTENTS

RESOURCES:

Extracts from SOSE and H&PE statements

SOSE

H&PE

Figures/tables/graphics

- The Brotherhood of St Laurence 4 Power Model
- A record of my participation in group work
- A record of completed units in *Australia Fair*
- Health Map
- 'Y' Chart
- Graphics/paintings: from the Art Gallery of SA

ACRONYMS EXPLAINED

- SOSE
- H&PE
- DECS
- DETE
- KC

GLOSSARY

- Medical terms

The following information is taken from *A statement on studies of society and environment for Australian schools* and *A statement on health and physical education for Australian schools* (Curriculum Corporation, 1994). While these are not current documents, they provide detail and are included for teachers' interest and information.

A statement on studies of society and environment for Australian schools

The area promotes the knowledge, skills, attitudes and values that enable students to participate as active and informed citizens in a democratic society and within a global community. Students deal with significant matters such as ethics, social justice and ecologically sustainable development and are actively involved in gaining knowledge and making decisions and choices. (p. 3)

Outcomes

It can be expected from studies of society and environment that students understand the pasts of both Australia and of other societies; that they can explain the features of places and environments and the ways in which people interact with them; that they understand the nature of cultures, including those of Aborigines and Torres Strait Islanders and of immigrants to Australia; and that they can describe and analyse the use of resources and the nature of natural and social systems.

Students come to this knowledge and understanding through the processes of investigation and communication developed in the disciplines that make up the social sciences. These require active investigation and a spirit of inquiry. This spirit leads students to understand the nature of evidence and sources and to evaluate their authenticity and values.

At the most general level, studies of society and environment helps students to be informed, responsible and active citizens. (p. 4)

Values

Values play a part in studies of society and environment in three important ways.

First, they are an object of study...
Second, values influence what is selected for study...
Third, certain values are a result of study... (p. 5)

Three clusters of values are significant in these learning areas. They are the democratic process, social justice and ecological sustainability.

Democratic process includes values such as commitment to individual freedom and to the rights and responsibilities of participating in a democracy; respect for the law and for legitimate and just authority; respect for different choices, viewpoints and ways of living; and commitment to ethical behaviour and to equitable participation in decision-making. These values contribute to students' development of active citizenship.

Social justice includes values such as concern for the welfare, rights and dignity of all people; empathy with people of different cultures and societies; fairness; and commitment to redressing disadvantage and to changing discriminatory and violent practices. These values contribute to students' understanding of what is involved in achieving a fair and just society. (p. 5)

A statement on studies of society and environment for Australian schools *(continued)*

The importance of including all groups of students

Studies of society and environment, together with the other learning areas, should meet the educational needs of all students, including those experiencing disadvantage in terms of their access, participation, retention, outcomes or post-school options. These include Aboriginal students, Torres Strait Islander students, female students, students learning English as a second language, students of non-English-speaking backgrounds, students from some cultural groups, students who live in poverty, gifted and talented students, students with disabilities, and geographically isolated students.

Inclusive approaches in this learning area seek to recognise and value student diversity by building on their varied experiences and interests. All students should have the chance to contribute their own experiences and to consider what others know about issues being studied. Issues relevant to all groups of students, both now and in their futures, should be explored.

The learning area should take account of the literacy needs of all students and of the special language needs of some students, such as those with disability, those learning English as a second language, those living in poverty, or those living in isolation. Teachers should introduce students to the various vocabularies and written and spoken genres of this learning area, and support students as they acquire and practise the literacy and language skills needed to succeed in the area. (p. 8)

The strands in studies of society and environment

Investigation, communication and participation

In these materials this is also known as the **process strand.**

In studies of society and environment, students investigate human relationships and the way humans interact with environments, constructed and natural, in different places and times. They learn that these investigations involve points of view and assumptions about human nature and environments, all created and modified by personal experience, and that these are always present in both the investigator and the investigated. Students learn the techniques of inquiry used in various disciplines to conduct reliable investigations. They come to understand, use and respect the skills of critical and creative thinking and of decision-making and problem-solving. These understandings and skills are applicable beyond the classroom.

Students come to use a variety of learning styles and choose from an expanding range of ways to think and act. As they learn more and think about what they have learnt, their perceptions are refined and reappraised through the use of the central ideas and methodologies of social science disciplines...

The values, attitudes, skills and knowledge described in this strand develop students' ability to plan and implement appropriate social action. (p. 11)

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A statement on studies of society and environment for Australian schools *(continued)*

Time, continuity and change

This strand focuses on continuity and change in people's lives. Students analyse how and why changes have occurred over time. Reflecting on this knowledge enables them to understand themselves and value their origins...

What it means to be Australian, Australia's place in the world, and how and why these have changed over time are essential parts of the study. Students identify and describe how people have tried to change or to conserve social, political, economic and cultural aspects of society, examining the ideas and values behind these attempts and the traditions and institutions that have resulted. Students analyse changes in attitudes to and interaction with the natural and built environments from different cultural perspectives in Australia's past...

The concept 'change over time' focuses on basic life experiences, such as work or women's roles, and the impact on groups of changes in these experiences. (pp. 12-13)

Culture

This strand deals with the ways people form groups to share their understanding of the world and to develop ways of living that satisfy both material and spiritual needs. It is also concerned with the influence a particular culture has on the ways individuals and groups think and behave...

Students learn that there is a complex of cultural heritages in Australia, the Asia-Pacific region, and elsewhere. They study Aboriginal and Torres Strait Islander cultures, and the diverse cultures that make up the culture of Australia...

Students investigate how people's beliefs – ethical, spiritual or religious but also involving political, socio-economic and environmental perspective's – shape their cultural practices, symbols and ideas. They appreciate that cultures structure relationships among people in various ways, and they analyse the influence of cultures on them as they form their identities.

Students use a number of key concepts. One of these is identity, the distinctive sense of self that changes over time. Individuals have various identities as members of groups such as families, neighbourhoods, cultures, nations and global community. Identity is constructed, expressed and maintained through the use of language, symbols and media, and it is influenced by family, gender, ethnic background, occupation, race, class, and by other people and groups. (pp. 15-16)

A statement on studies of society and environment for Australian schools *(continued)*

Resources

In this strand, students investigate the nature and use of resources, defined as any object, material, circumstance, product, individual or group valued for its ability to satisfy people's needs and wants. Students study resource use and management ... [including]*... the limited nature of resources;... the way decisions are made about resource use and management; control of resources; access to resources; and the impact of resource use. The key value areas of social justice, democratic process and ecological sustainability provide contexts for analysing resource use and management strategies...*

Through the study of people and work, students examine different forms of work, values people place on these forms, and factors influencing conditions of work past, present and future. (pp. 16-17)

A statement on health and physical education for Australian schools

This **learning** *area emphasises the relationships in a field of influence that includes personal actions, the beliefs, attitudes and values held by families, cultural groups and wider community, public policies affecting health and physical activity, and the settings and contexts of activities in the area.*

An understanding of the beliefs, practices and policies in the area of health and physical education allows people to play an informed part in public debate and to take the individual and collective action necessary for... physical, social and spiritual wellbeing, both personal and social. (p. 2)

Key principles and values

The health and physical education statement is based upon key principles of diversity, social justice and supportive environments. (p. 5)

Diversity

- *Recognising the cultural and social diversity of society and examining and evaluating diverse values, beliefs and attitudes.*
- *Recognising the contribution of social, cultural, economic and biological factors to individual values, attitudes and behaviours.*
- *Exploring different views about issues such as gender roles, physical activity, peer-group relationships, sexuality, cultural beliefs, and what constitutes a healthy environment.*
- *Exploring conflicting values, morals and ethics and the importance of considering options and the consequences of actions for wellbeing when making decisions.* (p. 5)

Social justice

- *Concern for the welfare, rights and dignity of all people.*
- *Understanding how structures and practices affect equity at personal, local and international levels.*
- *Recognising the disadvantages experienced by some individuals or groups (for example, remote communities or people with disabilities) and actions that can redress them.*
- *Understanding how decisions are made and priorities established and how these affect individual, group and community wellbeing.* (pp. 5-6)

A statement on health and physical education for Australian schools

(continued)

Supportive environments

- *Sensitivity to personal and cultural beliefs in dealing with some issues in the health and physical education area.*
- *Recognising the crucial role that supportive physical and social environments play in enhancing personal growth and development, physical activity, effective relationships, and safety.*
- *Understanding the responsibilities of communities to ensure the well-being and safety of individuals and groups and the responsibilities of individuals and groups to the community...*
- *Creating physical and social conditions which support students' own wellbeing and that of others.* (p. 6)

Goals

Learning in the health and physical education area assists students to:

- *Develop the knowledge and skills to make informed decisions, plan strategies and implement and evaluate actions that promote growth and development, participation in physical activity, fitness, effective relationships, and the safety and health of individuals and groups.*
- *Take and active part in creating environments that support health and participation in physical activity, and contribute to community debate and discussion on these issues.*
- *Be involved as a skilled participant in play, games, dance, gymnastics, aquatics, sport, outdoor activities, leisure and recreation.*
- *Develop the knowledge and skills to make informed decisions on nutrition and dietary practices.*
- *Accept themselves as they grow and change, and promote their own and others' worth, dignity and rights as individuals and as members of groups.*
- *Evaluate the influence of diverse values, attitudes and beliefs on personal and group decisions and behaviour related to health and physical activity.*
- *Develop an understanding of how individuals and communities can act to redress disadvantage and inequities in health and access to health care and resources.*
- *Appreciate the impact of human behaviour and endeavour on the environment and the consequences for the health of individuals and populations.*
- *Use and evaluate services, products and facilities that promote wellbeing and participation in physical activity, and understand their rights and responsibilities as consumers.* (p. 7)

A statement on health and physical education for Australian schools

(continued)

The strands in health and physical education

Communication, investigation and application

This strand identifies processes essential to the health and physical education area, which enable students to interact effectively with others, formulate ideas, reflect on experiences, gather and interpret information, consider the positions of others and make judgements about personal and social actions...

This strand has the following components.

Communication

Communication skills developed include:

- *interpersonal skills of listening, speaking, responding, being assertive, questioning, justifying a position*
- *skills in presenting feelings, ideas, views, decisions and findings in written or graphic forms or through movement or drama*
- *literacy skills in reading, writing and speaking in ways that suit context and audience and using the specialised language of the health and physical education area where necessary.*

Finding and analysing information

Skills developed include:

- *finding useful sources, recording information, and categorising and organising information*
- *using experience as a guide, for example, exploring the body's capacity for movement*
- *working with different kinds of knowledge, for example, visual, tactile, aural and kinaesthetic*
- *using a range of information-gathering techniques, such as survey, questionnaires, interviews, direct observation of behaviour and performance techniques*
- *analysing the role of the media in informing people of issues related to this area and shaping attitudes to health and fitness*
- *using computerised data systems*
- *using community agencies and services (sport and recreation, self-help groups, local government)*
- *making judgements, assessing the validity and reliability of information, identifying and clarifying values, considering options*
- *deciding what to believe.*

A statement on health and physical education for Australian schools
(continued)

Planning and action

Planning and action skills developed include:

- *defining outcomes and consequences*
- *setting goals*
- *developing strategies for achieving goals*
- *managing time and resources*
- *implementing decisions, where appropriate*
- *cooperating in or leading a group task*
- *engaging in community action*
- *advocacy*
- *creating solutions*
- *considering possible consequences*
- *discussing options and outcomes with others involved in or affected by the decision or action.*

Reflection and evaluation

Skills developed include:

- *considering the quantity, quality and relevance of information used as the basis for student involvement with a topic or issue*
- *reflecting on and evaluating outcomes of action as a guide to further planning*
- *using students' own experience as a basis for evaluation*
- *considering the significance of what has been learned*
- *considering how new ideas can be used to explain or think about aspects of people's daily lives*
- *appreciating performance and outcomes of decisions*
- *evaluating personal ideas, feelings and actions and those of others*
- *reflecting on how values and attitudes have influenced decisions and actions*
- *identifying questions and issues arising from decisions and actions.* (pp. 9-11)

A statement on health and physical education for Australian schools *(continued)*

Human functioning and physical activity strand

Students examine how people function as individuals and as members of groups – emotionally, mentally, physically, socially and spiritually – and how human functioning changes over the lifespan. They learn that people have needs for acceptance, friendship, safety, food, physical activity and challenge, and how these needs are met. They learn about how people grow and develop and the roles of food in people's lives... Students develop knowledge and skills to enhance communication, identity and relationships. They learn about challenges and risks to health and safety and develop the skills to act to enhance wellbeing.

Students learn how to care for themselves and others and develop and clarify their value systems and attitudes. They explore influences on individuals and how people see themselves, come to understand the uniqueness of the individual, and examine the actions people take, individually and collectively, to promote wellbeing. (p. 11)

The strand has the following components:

- patterns of growth and development
- movement and participation
- people and food
- states of health
- identity
- interaction, relationships and groups
- challenge, risk and safety.

A statement on health and physical education for Australian schools *(continued)*

Community structures and practices

In the area of health and physical education, *the concept of community includes social groups who share a cultural and historic heritage, groups with a strong sense of common culture and belonging, groups that live in a specific area, and groups that share a common interest, philosophy, system of rules or government. The concept of community also includes the resources and facilities available to people...*

Students learn that individuals, groups and governments can act to ensure that the conditions in which people live maintain and enhance their wellbeing...

Students learn that people are influenced by the availability and adequacy of health-related services and products, health care and community facilities for recreation and physical activity. Decisions on the allocation of these resources have consequences for the potential of many groups to achieve healthy and active lives. Students also examine inequities in health status, access to resources, and long-term health outcomes and how these inequities are being challenged at local, state, national and international levels...

Students learn about how stereotypes are constructed and the effect stereotypes can have on personal and group behaviour. (p. 15)

This strand has the following components:

- consumer and community
- environmental interaction
- community practices
- health of populations.

THE BROTHERHOOD OF ST LAURENCE

4 Power Model

The 4 Power Model was developed by the Brotherhood of St Laurence. The model is an attempt to better understand the concept of powerlessness as it relates to poverty. The components of the model include resources, information, relationships and decision making.

RESOURCES

- ....
- ....
- ....
- ....
- ....
- ....

INFORMATION

- ....
- ....
- ....
- ....
- ....
- ....

ISSUE

DECISION MAKING

- ....
- ....
- ....
- ....
- ....
- ....

RELATIONSHIPS

- ....
- ....
- ....
- ....
- ....
- ....

A record of my participation in group work

My name: .... Class: ....

The date: ....

The activity: ....

....

I am good at:
☐ thinking of new ideas
☐ helping people to get on with each other
☐ getting information
☐ keeping notes on our discussion
☐ interviewing people
☐ getting things done
☐ using the computer
☐ contacting people by phone, fax and/or personally
☐ talking about our work to the whole class

I feel ....about the result of the group work,

because ....

....

....

Next time I work in a group I will...

Student signature..

Signatures of others in the group...

Parent signature...

A record of completed units of work for AUSTRALIA FAIR

(Students keep a copy of this record and maintain it as they work through the lessons)

Student's name:...

Unit of work	Date completed	Teachers name	Comment
Chapter 1 Lesson 1			
Lesson 2			
Lesson 3			
Lesson 4			
Lesson 5			
Lesson 6			
Chapter 2 Lesson 1			
Lesson 2			
Lesson 3			
Lesson 4			
Lesson 5			
Lesson 6			
Lesson 7			
Lesson 8			
Chapter 3 Lesson 1			
Lesson 2			
Lesson 3			
Lesson 4			
Lesson 5			
Lesson 6			
Lesson 7			
Lesson 8			
Lesson 9			
Lesson 10			
Lesson 11			
Lesson 12			
Chapter 4 Lesson 1			
Lesson 2			
Lesson 3			
Lesson 4			
Lesson 5			

Parent's signature ....

HEALTH MAP

Student's name: ....

Class: .... **Date:** ....

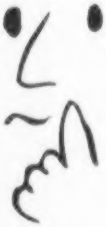
Make a list of examples under each of the following headings.

PHYSICAL

- ....
- ....
- ....
- ....
- ....
- ....

EMOTIONAL

- ....
- ....
- ....
- ....
- ....
- ....



SPIRITUAL

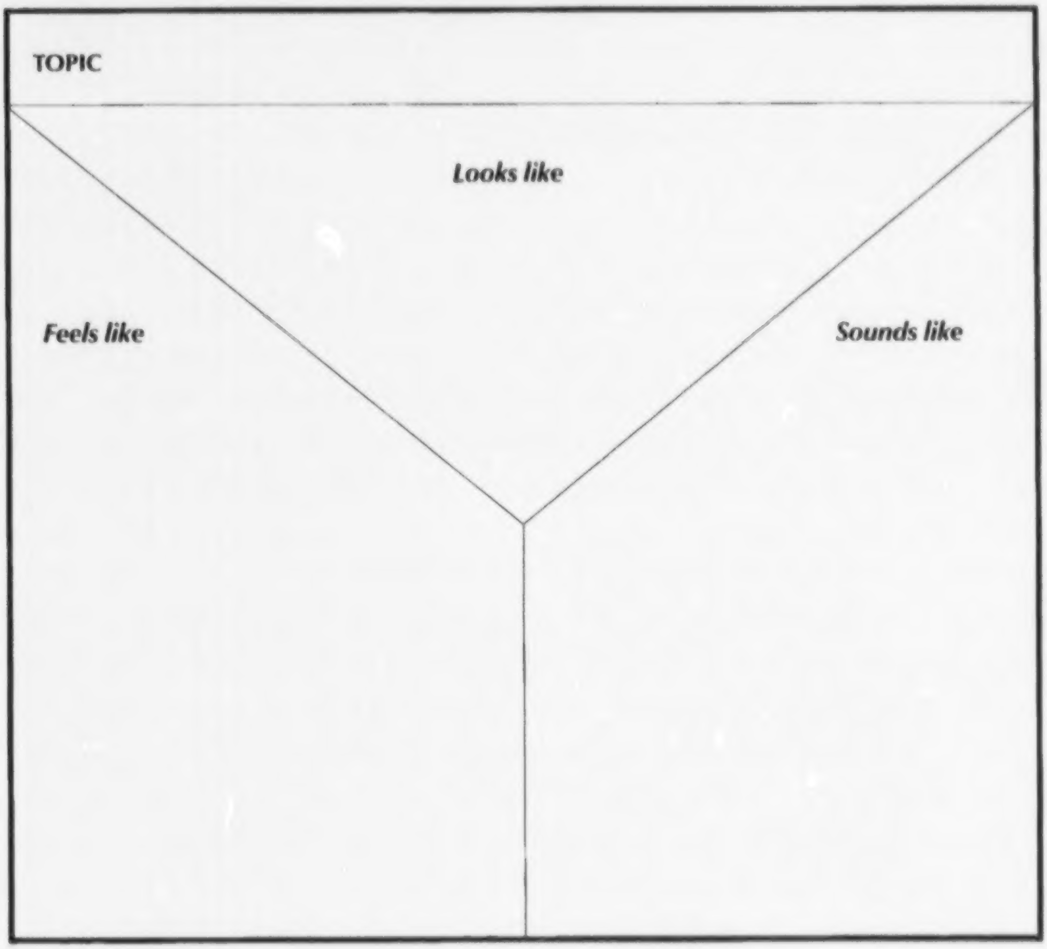
- ....
- ....
- ....
- ....
- ....
- ....

SOCIAL/ COMMUNITY

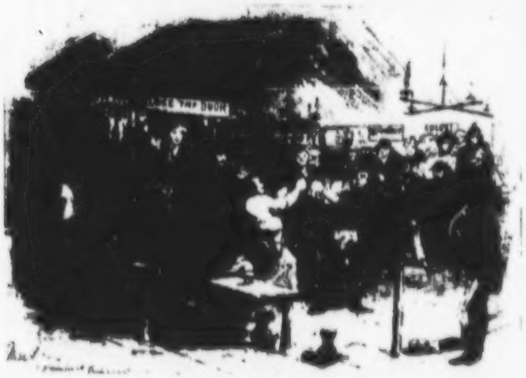
- ....
- ....
- ....
- ....
- ....
- ....

Y CHART

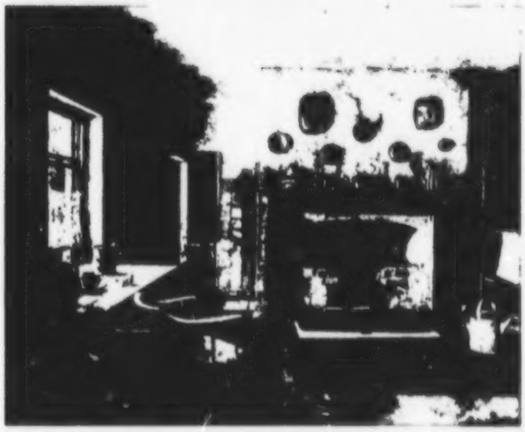
The 'Y' chart is a simple tool to help organise information. The 'Y' is used to help students to think about what a particular situation, incident or issue would feel like, look like and/or sound like.


TOPIC
Looks like
Feels like
Sounds like

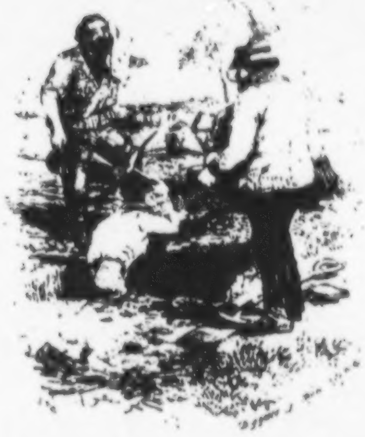
GRAPHICS/ PAINTINGS FROM THE ART GALLERY OF SOUTH AUSTRALIA



S.T.GILL
Great Britain/Australia 1818–1880
McLarens (Main Road) Ballarat, June 1855
watercolour, pen & brown ink and pencil on paper
21.5 x 30.7 cm
Art Gallery of South Australia, Adelaide
South Australian Government Grant 1978

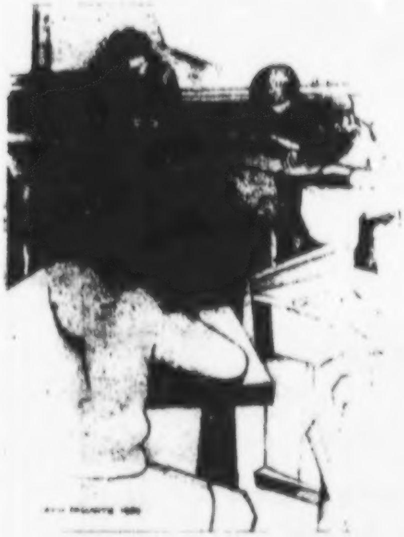


Frederick McCUBBIN
Australia 1855–1917
Kitchen at the Old King Street Bakery
1884 Melbourne
oil on canvas, 50.6 x 61.2 cm
Art Gallery of South Australia, Adelaide
Gift of M.J.M. Carter 1992



S.T.GILL
Great Britain/Australia 1818–1880
Diggers of high degree
lithograph, 19.5 x 15.2 cm
Art Gallery of South Australia, Adelaide
South Australian Government Grant 1963

GRAPHICS/ PAINTINGS
FROM THE ART GALLERY OF SOUTH AUSTRALIA



David DALLWITZ
Australia born 1914
Drawing class at Thebarton Tech.
1939 Thebarton, Adelaide
pencil on paper, 38.3 x 28.0 cm
Art Gallery of South Australia, Adelaide
South Australian Government Grant 1982

Tom ROBERTS
Australia 1856–1931
Plink-a-plong
1893 Sydney
oil on canvas, 68.5 x 50.8cm
Art Gallery of South Australia, Adelaide
Elder Bequest Fund 1948

Harold CAZNEAUX
Australia 1878–1953
Gerrard Gayfield Shaw
1919–Sydney
bromoil on paper, 34.9 x 25.8 cm
Art Gallery of South Australia, Adelaide
South Australian Government Grant 1976
769HP5

ACRONYMS explained

SOSE	*Studies of society and environment*
H&PE	*Health and physical education*
DECS	Department for Education and Children's Services
DETE	Department of Education, Training and Employment
KC	Key competencies

MEDICAL GLOSSARY

Related to Table 2: Major Causes of Death, Chapter 3, Lesson 7

Ischaemic heart disease is caused by not enough blood flowing to any part of the body usually caused by the narrowing of the blood vesels from disease and results in angina, coronary thrombosis and stroke.

Cancer is any growth or tumor that may spread to other parts of the body.

Cerebrovascular disease causes damage to the brain caused by the disease of the arteries which results in not enough blood flow to the brain and reducing vital oxygen and sugar.

Obstuctive airways disease is a general term for any condition where normal supply of oxygen from the airways is restricted. Chronic obstructive airways disease refers to chronic bronchitis and emphysema.

Bronchitis is the inflamation of the bronchi in the lung.

Emphysema is a lung disease where the small air sacks in the lung break down and breathing is made harder.

Suicide deliberate self-killing.

Mental disorders strong enough to impact on a person's daily living. ***Psychosis*** is the most severe form of mental illness.

Pneumonia is the inflammation of the the lower air passages and air sacs of the lungs due to contact with irritants, toxic materials or micro–organisms including viruses.

Influenza is a respiratory infection caused by a virus that is highly infectious and spread by the coughing and sneezing of sufferer who usually has a sore throat, fever, running nose, headache, backache, muscle pains and loss of appetite.

Chronic liver disease results in the liver not being able to meet the metabolic needs of the body which normally receives chemicals from the blood and distributes these around the body.

Cirrhosis is the late effects of long term damage from various toxic agents such as alcohol, poisons and viruses.

Australia Fair provides excellent support for middle school teaching and learning about issues related to the achievement of a fair and just society. Organised into four main chapters – 'Australia Fair?', 'Work', 'Health' and 'Education' – the document provides a wide selection of teaching activities accompanied by student materials to stimulate discussion and further research.

This book is highly recommended for teachers and learners in health and physical education and society and environment.

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